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ABSTRACT

In August 1990, a statewide inservice training project for two-year college home economics instructors was initiated by the Chancellor's Office of the California Community Colleges. The project's three main objectives were to: (1) identify inservice priority needs through a review of existing data from previous home economics projects; (2) plan, develop, promote, implement, and evaluate a variety of inservice activities focusing on current issues and technologies in consumer/home economics including activities for economically-depressed area outreach; and (3) identify and showcase innovative strategies utilized by local colleges to promote gender equity and to serve the special needs student population. The centerpiece of the project was a three-day retreat attended by 50 community college home economics coordinators and instructors representing 24 colleges. The retreat culminated in the development of individualized action plans. In addition, participants completed written evaluations and exit interviews. This project report includes a review of the anticipated and actual outcomes of the project; a list of major project activities; a brief project evaluation summary; and a list of recommendations. Appendixes, which comprise the bulk of the report, include retreat application materials; a participant's packet; daily newsletters; the retreat facilitator's training package; a copy of the "contract for action" completed by participants; participant evaluation forms and responses; copies of COMPENDIUM, the two-year college home economics newsletter; and the exemplary projects awards package. (PAA)

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INSERVICE ACTIVITIES for CONSUMER & HOMEMAKING EDUCATION & OCCUPATIONAL HOME ECONOMICS INSTRUCTORS

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Project Number 89-0685
August 23, 1990 - June 30, 1991

A report of inservice activities conducted
for California Community College
Home Economics & Related Professionals

Funded by a VEA grant awarded to
MT. SAN ANTONIO COLLEGE by the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

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LEADERSHIP 2000

INSERVICE ACTIVITIES FOR CONSUMER & HOMEMAKING EDUCATION & OCCUPATIONAL HOME ECONOMICS INSTRUCTORS

Project Number: 89-0685
August 23, 1990 - June 30, 1991

Sponsored By:
MT. SAN ANTONIO COLLEGE
in cooperation with the
CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES

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This report is made pursuant to contract number 89-0685.
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"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

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EXECUTIVE SUMMARY

The Inservice Activities for Consumer & Homemaking Education & Occupational Home Economics Instructors Project provided a variety of activities designed to meet priority staff development needs of community college professionals. Activities were based on evaluation data from past inservice projects and priorities established by the California Community Colleges Home Economics/Consumer Education Statewide Advisory Committee. The Home Economics Professional Development Committee, primary advisors for the project, interpreted data and reports and recommended a variety of activities designed to focus on common statewide and unique local interests and needs.

Leadership 2000 was the overall theme for project activities. An April retreat focused on developing leadership abilities to meet and manage change. Based on Celebrate Great Teaching in Vocational Education and California Great Teachers Seminars, the retreat addressed major issues and trends impacting community college consumer/home economics education, problems and innovations in program coordination and the five program areas: fashion, interiors, life management, lifespan and nutrition and foods. Small groups discussed unique subject area concerns and topics and issues central to all. An outside consultant, Kathleen Osta, The HeartWork Group, Inc., provided guidance and direction in Mastering Change in the 90s, Meeting the Challenge for Innovation and Action Planning Strategies. Fifty community college home economics coordinators and instructors representing 24 different colleges, one CSU representative and one COCCC specialist participated.

The retreat culminated in the development of individualized action plans which addressed a local college/program priority. Retreat evaluations, both written quantitative and qualitative and exit interviews with participants, were extremely positive and indicated growth and development had occurred and would be sustained.

Gender fairness and special student population needs were the theme for an Innovations Recognition program which invited applications from local colleges in three areas: Outreach to Economically Depressed Populations, Nontraditional Students & Efforts to Promote Gender Balance and Special Needs Students. Of the eleven applications received, four were selected for recognition by the Awards Selection Committee. To encourage replication by local colleges, these were showcased during the retreat and featured in COMPENDIUM.

Three issues of COMPENDIUM were produced and distributed to 1700 to 2000 professionals statewide. Feature and news story topics covered COCCC communications priorities and legislative changes. Innovative local projects/activities, Statewide Advisory Committee recommendations for the future, project dissemination and other trends and issues vital to community college home economics.

All activities were evaluated by the HEPDC and judged to be highly professional, in accord with planned objectives/outcomes and relevant to local college needs. The federal funds of $25,000 were augmented through retreat registration fees, extensive in-kind contributions and funds from a Time Account generated through past conference collections.

PREFACE

The INSERVICE ACTIVITIES FOR CONSUMER AND HOMEMAKING EDUCATION AND OCCUPATIONAL HOME ECONOMICS INSTRUCTORS Project was not adequately funded to achieve the objectives specified in the Request For Proposal. This may have been a significant factor of influence which resulted in no college/agency responding to the RFP.

At the request of the Chancellor's Office, California Community Colleges, Mt. San Antonio College agreed to submit a proposal and, subject to funding, serve as fiscal agent and manager for the project. This also caused a delay in the funding date to August 23, 1990, which shortened the operational period for the project.

Essential to the success of the project were sizeable in-kind contributions. These were made by Mt. San Antonio College, colleges represented by Home Economics Professional Development Committee members and retreat facilitators and reserve funds accumulated from profits from past statewide conferences. The latter were generated from registration fees.

Through the use of profits which were on deposit in a Time Account, the HEPDC was able to meet prior to funding to plan for 1990-91 inservice activities and project objectives were achieved. The level of accomplishment attained would not have been possible with the exclusive use of the $25,000 Federal Funds allocated.

OBJECTIVES

1. Identify inservice priority needs through a review of existing data from previous home economics projects and with the advisement of a twelve-member Home Economics Professional Development Committee (HEPDC).

2. Plan, develop, promote, implement and evaluate a variety of inservice activities designed specifically for community college home economics instructors and focused on current issues, trends and technologies in consumer/home economics education and home economics occupational programs including:

   - One designed for home economics coordinators focused on program plan implementation and response to public policy related to individual, family and home life.

   - One addressing economically depressed area outreach, parenting, life management and/or consumer education programs.

   - Four addressing programs which prepare students for employment through the home economics areas of: fashion, interiors, lifespan and nutrition and foods.

   - Three issues of COMPENDIUM, the statewide community college home economics newsletter.

3. Identify and showcase innovative strategies, techniques and activities utilized by local college home economics and related programs to promote gender equity and reach and serve economically depressed areas and students with special needs, i.e. disadvantaged, limited English speaking, culturally diverse, disabled, single parent.

LEADERSHIP 2000

OBJECTIVES
OUTCOMES
MEASUREMENT

OBJECTIVE: Identify inservice priority needs through a review of existing data from previous home economics projects and with the advisement of a twelve-member Home Economics Professional Development Committee.

ANTICIPATED OUTCOMES

A summary of evaluation data and reports from previous projects for HEPDC review/consideration in making priority recommendations for project activities.

Replacement members for the HEPDC representative of subject and geographical area.

A meeting of the HEPDC to recommend inservice activity focus and location, dates and content for a statewide meeting.

Ongoing contact with the HEPDC to gain input, participation and ownership for inservice activities.

A meeting of the HEPDC to evaluate the project and make future recommendations.

ACTUAL OUTCOMES

A summary of evaluation data from the 1989 statewide CCC CHE/ECE conference, PARTNERSHIPS: TEAMING UP TO SUCCEED; recommendations from the Statewide Consumer Home Economics Advisory Committee and data from related projects, i.e. CHE Showcase, InfoNet and the 1989-90 CHE Inservice project was prepared for the HEPDC.

The HEPDC was convened in August (prior to project funding) utilizing Time Account funds. Recommendations were made for:

- Focus and format for statewide meeting – Leadership 2000 Retreat patterned after the Celebrate Great Teaching Seminar.
- Site and dates for statewide meeting – April 7-9, 1991; Granlibakken Conference Center, Lake Tahoe.
- Publication dates and focus for three issues of COMPENDIUM. (For details, see disccussion under COMPENDIUM, page 8.)
- Recognition of innovative programs/activities. (For details, see discussion under objective number 3, page 9.)

ANTICIPATED OUTCOMES

ACTUAL OUTCOMES

Three professionals were appointed to the committee representing the following areas:

- Emilie Duggan-Zouhar, San Diego, Life Management
- Barbara Macci, Imperial Valley, Life Span
- Diane Bower, Bay Area, Interiors

In addition, Richard Chard, Orange Coast College, was appointed to represent the vocational deans and Paula Rene, Mt. San Antonio College, became the adjunct faculty representative. See Appendix A for list of HEPDC members.

Close and continual contact was maintained with the HEPDC. Ownership for project activities was impressive. All committee members with the exception of Richard Chard attended the statewide retreat and his absence was due to a conflict with the California Community College Administrators of Occupational Education (CCCAOE) spring conference. Each committee member carried major responsibilities for project activities.

The committee was convened at the close of the April retreat to evaluate the project and make future recommendations.

LEADERSHIP 2000

MEASUREMENT

HEPDC involvement was planned to be supported through in-kind funding from the Time Account. A measure of success was the involvement of committee members and the success of planned activities. The committee became very committed to all project activities and were major prime-movers in project success. The excellent level of participation by HEPDC members is indicative of their commitment. The HEPDC was responsible for evaluating project progress and individual activities.Both formative and summative evaluation was accomplished.

COMPARISON

Actual Outcomes exceeded the Anticipated Outcomes because of the dedicated and enthusiastic participation of 100% of the committee members.

OBJECTIVE: Plan, promote, implement and evaluate a variety of inservice activities.

ANTICIPATED OUTCOMES

RETREAT
A two-day retreat for community college home economics and related subject matter instructors and coordinators, key professionals from four-year colleges/universities, secondary schools and public and private sectors.

Focused on current issues and trends.

Specific sessions designed for:
- Home Economics Program Coordinators and Vocational Education Administrators.
- Instructors/coordinators involved with economically depressed area outreach, parenting, life management and/or consumer education.

ACTUAL OUTCOMES

RETREAT
A retreat focused on LEADERSHIP 2000 was held at Granlibakken Conference Center, Lake Tahoe; Sunday, April 7, 4:00 p.m. – Tuesday, April 9, 1:30 p.m.

50 community college home economics coordinators and instructors representing 24 different colleges, one representative from the CSU system and one from the COCCC participated. For detailed information on participants see Participant Summary, page 83, Appendix H.

Small group sessions addressed issues and trends influencing home economics instruction and delivery. These priorities were identified by the retreat participants.

- Instructors/coordinators specializing in the program areas of: fashion, interiors, lifespan and nutrition and foods.

Promotion of retreat and related activities through statewide mailings.

Orientation and training of retreat facilitators.

Evaluation of the retreat and recommendations for future consideration.

A significant number of participants were home economics coordinators. They had opportunities for interactive discussion.

One small group session addressed innovations in Life Management.

Four small group sessions addressed innovations in Fashion, Interiors, Life Span and Nutrition and Foods.

Large group sessions focused on planning for change and concluded with an Action Planning working session which allowed participants to plan for specific changes essential for their own program and college/district.

Retreat publicity was included in three issues of COMPENDIUM: August 1990 published by the Northern California Higher Education Council and December and February published through the project. HEPDC members served on a promotion committee to stimulate interest in retreat participation through personalized individual contact.

The HEPDC and retreat facilitators met at Granlibakken prior to the retreat for orientation and training to their roles. See Appendix C for training packet.

Participants completed evaluation forms at the end of the retreat. HEPDC members and facilitators interviewed participants to enrich the evaluation data and gain spontaneous reactions. See Appendix I for evaluation summaries. The HEPDC and facilitators met following the retreat to evaluate all project activities.

ANTICIPATED OUTCOMES

COMPENDIUM
Three issues of COMPENDIUM focused on:

- Current societal issues and trends impacting community college home economics and related subject areas.
- Model/innovative programs
- COCCC communications priorities
- Legislation
- Local college program and personal news

Distributed to 107 community colleges/districts home economics designated contact and instructional and vocational deans.

If practical, a Home Economics student intern to serve as editor.

ACTUAL OUTCOMES

COMPENDIUM
Three issues were published in December, February and May.

Content focused on issues and trends impacting home economics, COCCC communications priorities, the new direction for CHE funding applications, local college programs and activities, related projects and other information which would influence/interest home economics and related professionals. See Appendix J for copies of COMPENDIUM.

Bulk quantities were mailed to the designated home economics contact at each of 107 community colleges. The number for each college was determined from the California Community College Home Economics Directory. Individual copies were mailed to: instructional and vocational deans, COCCC, four-year college/university home economics department chairs, members of the Statewide Consumer/Home Economics Advisory Committee. Staff Development Officers and Academic Senate Presidents were mailed those issues which focused on the LEADERSHIP 2000 Retreat.

Between 1700 and 2000 copies of each issue were published and distributed.

A student intern was not recruited because of time and resource limitations.

MEASUREMENT

RETREAT: The HEPDC was a full partner in the formative and summative evaluation of inservice activities. The Committee judged all activities to be extremely successful, even beyond their level of expectation. Retreat participants completed written evaluations and were interviewed. These evaluations were exceptionally positive. See Appendix I for evaluation summaries.

COMPENDIUM: Interest level was assessed through responses to requests for news and feature stories from the field which were positive, however, not as large in number as had been hoped. The HEPDC evaluation of COMPENDIUM was positive. An evaluation form was not included in the final issue as was done in the 1988-89 project because of the extremely low level of response. Comments from the field were complimentary about format, production quality and content.

COMPARISON

Anticipated and Actual Outcomes compare favorably. The retreat concept focused on Problem and Innovation papers prepared in advance by participants. These were utilized as a basis for subject area small group discussions and were relevant to current needs and concerns. Discussion topics for additional small groups were generated from participants and consequently addressed priority issues. Focus presentations were solicited from the participants and again addressed innovations which were of primary interest. Teaching devices/strategies were a planned presentation. A Fireside discussion led by Kim Perry, Specialist, COCCC featured mini-grant writing. COMPENDIUM was produced and published on schedule and in accord with the master plan recommended by the HEPDC.

OBJECTIVE: Identify and showcase innovative strategies, techniques and activities utilized by local college home economics and related programs to promote gender equity and reach and serve economically depressed areas and students with special needs, i.e. disadvantaged, limited English speaking, culturally diverse, disabled, single parent.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Identification of innovative projects/activities/courses targeted to reach economically depressed areas, nontraditional or special needs students.	Descriptive information and an application for Innovations in Serving Specific Student Populations Through Community College Home Economics was included in the December issue of COMPENDIUM. An application and cover letter were mailed to college

Selection of three programs to be recognized and showcased.

- During the LEADERSHIP 2000 Retreat
- Through a profile in COMPENDIUM

presidents as well as the usual distribution mailing list for COMPENDIUM. See Appendix K.

Eleven applications were received. The Awards Selection Committee reviewed and rated all applications and selected four for recognition.

Recipients were recognized during the retreat and presented attractive lucite plaques. Three of four awardees were present and prepared poster displays to showcase their winning projects.

A summary of all applicant's projects was prepared by a HEPDC member and distributed in the LEADERSHIP 2000 packets. See Appendix D, page 65.

Summaries of the four award projects were featured in the May issue of COMPENDIUM.

MEASUREMENT

Effectiveness of the activity was judged by the Awards Selection Committee which was a subcommittee of the HEPDC. The quality of the applicant projects was assessed to be excellent and not inconsistent with the results from the CHE Showcase research project which identified limitations in utilization of CHE funds and exemplary projects/activities. Through recognition and showcasing of innovative projects, other colleges were encouraged to replicate and adapt successful approaches. Past experience has shown this to be a successful motivator.

COMPARISON

It was planned that three projects would be selected for recognition. Four in actuality were recognized based on the Awards Selection Committee's recommendation because of the closeness of the ratings for these projects. Eleven applications for outreach and for nontraditional and special needs students activities as noted above was considered to be a satisfactory level of participation based on the recent CHE Showcase project findings and past experience.

MAJOR ACTIVITIES

Prior To Funding:

- Determine project strategies, implementation approach and necessary modifications with the project manager, monitor and subcontractor.
- Identify and synthesize existing evaluation data and resource information for HEPDC review.
- Utilizing in-kind resources, i.e. contributions from participating colleges and individuals and the HEPDC Time Account, convene the HEPDC to recommend planned activities: the statewide meeting, content focus and publication dates for three issues of COMPENDIUM and the recognition of CHE innovations.
- Gain commitment from the HEPDC members to assume specific responsibilities for project implementation.
- Contract with Granlibakken Conference Center for the LEADERSHIP 2000 retreat. Pay required deposit of $1,600 from the Time Account.
- Prepare release outlining planned inservice activities and announcing the retreat dates for the NCHEC produced COMPENDIUM.

After Funding:

- Request feature and news stories for the December COMPENDIUM in accord with the HEPDC recommendations.
- Identify potential retreat workshop leaders/consultants expert in the area of planning and preparing for change. Develop a proposal for distribution to potential candidates.
- Review consultant applications and make final selection. Kathleen Osta, HeartWork Group, Inc. was retained as the consultant for three presentations during the retreat: Mastering Change in the 90's, Meeting the Challenge for Innovation and Action Planning Strategies
- Design graphic for use in all retreat materials and promotion. The LEADERSHIP 2000 logo was utilized extensively and gave visual recognition to the planned emphasis on becoming leaders in preparing for new direction and change.
- Appoint Awards Selection Committee and prepare application package for review/approval and distribution in the December COMPENDIUM.

- Publish and distribute the December Issue of COMPENDIUM to107 community colleges as follows: individual copies to presidents, instructional and vocational deans, staff development officers and Academic Senate Presidents; bulk quantities in sufficient numbers for home economics and related full time instructors to the designated home economics contact.
- Identify and recruit retreat facilitators who had participated in the Celebrate Great Teaching in Vocational Education Seminars or had similar experiences. Select professionals from the home economics areas of: program coordination, Fashion, Interiors, Life Management, Life Span and Nutrition and Foods. Define the role and responsibilities and develop the training package. See Appendix C.
- Develop the detailed schedule for the retreat and facilities requirements. Negotiate the contract with the Granlibakken Conference Center.
- List the retreat with the California Community College League to gain special air fare rates.
- Process Innovations applications, develop a rating sheet and distribute to the Awards Selection Committee.
- Publish and distribute February COMPENDIUM and Retreat Registration Form.
- Design and produce confirmation and advance preparation packets for retreat participants. An appropriate reading assignment for orientation to the process of change was included. See Appendix B. Each participant prepared an Innovation and Problem paper and brought sufficient quantities for distribution to retreatants.
- Process registrations and deposit registration fees in Time Account.
- Arrange for the design and production of retreat portfolios and sports bottles for each participant. Both items featured the LEADERSHIP 2000 logo and were produced in green on white.
- Maintain negotiations and contact with Granlibakken and Kathleen Osta to ensure the effectiveness of the retreat.
- Design the evaluation package for the retreat. Participants completed a written evaluation and were interviewed by a member of the HEPDC or a Facilitator.
- Notify innovative program finalists of their selection, the need for a simple poster display and the scheduled time for recognition. Thank applicants not selected for their support and interest.
- Design and arrange for production of an award plaque. A lucite disk featuring the LEADERSHIP 2000 logo and walnut stand with an engraved plate was chosen.

- Produce summary of all innovation projects/activities submitted for insertion in retreat packets.
- Produce materials for retreat packets and stuff portfolios. See Appendix D.
- Provide rooming list to Granlibakken and pay 90% of estimated contract.
- Schedule a meeting of the HEPDC at the retreat site for advance orientation and assignment of responsibilities. Since there was not sufficient budget to support travel, a policy was established to discount the registration fee $75 for Committee members and facilitators.
- Conduct facilitator training.
- Package sets of Innovation and Problem papers for participants. Set up resource table. Coordinate displays for Award recipients.
- Implement the retreat monitoring progress ensuring the participation of all attendees in the process. Produce a daily newsletter highlighting the day's events and topics discussed to keep participants focused. See Appendix E. Convene facilitators at scheduled times to discuss retreat progress, plan showcase and "nonastounding teaching device" presentations and identify any problems. Conduct participant interviews. Collect evaluation forms.
- Convene HEPDC and facilitators to evaluate the retreat and the project, make recommendations for the future and advise on the 1991-92 inservice project.
- Process evaluations and mail with summary of the HEPDC meeting to the committee and facilitators.
- Publish and distribute May issue of COMPENDIUM.
- Throughout project operational period, maintain close and continued contact with project staff, project monitor, HEPDC and Statewide Consumer Home Economics Advisory Committee.

DISSEMINATION

Information about the project and specific activities was distributed extensively. COMPENDIUM was the vehicle utilized for the majority of communication with 107 community colleges/71 districts, the COCCC, the HEPDC and Statewide Advisory Committee, four-year college/university home economics chairs and other related audiences. Between 1700 and 2000 copies were distributed. Retreat information was distributed to the California Community College Administrators of Occupational Education Regional Vice Presidents with a letter requesting they encourage participation within the region.

Applications for the Innovations in Serving Specific Student Populations Through Community College Home Economics recognition were widely distributed statewide. A summary of all applications was produced and distributed to retreat participants. The four award winning projects were described in the May COMPENDIUM.

HEPDC members individually contacted colleges within their geographical area to encourage retreat participation. The subcommittee chairperson sent letters to all community college home economics contacts.

The daily newsletter kept retreat participants focused on the priorities and informed about small discussion group problems, innovations and issues. Extensive coverage of the retreat content was included in the May COMPENDIUM.

The final report will be placed with ERIC.

EVALUATION

The project staff worked closely and continuously with the project monitor to develop guidelines and evaluate activities as they took shape. Modifications and adjustments were made as warranted.

The HEPDC was a full partner in formative and summative evaluation, providing direction for planning and implementing activities and assessing results of the individual activities and for the project overall.

The Statewide Consumer/Home Economics Advisory Committee was kept informed of project activities and results to ensure the priorities they had established were being addressed through the project. Their recommendations were channeled back to the project through the project director and monitor and the director for the project which funded the committee.

Planning was based on thorough review of past inservice project/activity evaluations. The retreat, for example, was an outgrowth of participant input from the 1989 statewide conference. Experiences gained through the 1989-90 inservice project based at NCHEC were reflected in project planning and implementation.

Comprehensive evaluation was an integral part of the LEADERSHIP 2000 Retreat. Three approaches were utilized: participant written evaluation of the retreat, enrichment interviews conducted with participants by the HEPDC and facilitators and evaluation by the HEPDC. The latter occurred as the retreat progressed and in an exit/debriefing session immediately following the retreat. See Appendix I for evaluation summaries.

COMPENDIUM was evaluated through field reaction, by project staff and the HEPDC. Responses were positive. One measure was whether news/feature stories were provided in response to requests and publication deadlines printed in the newsletter. Although the volume of these was not as great as had been hoped for there was some response.

Innovative Program Recognition effectiveness was judged through the number of applications submitted. Eleven applications was considered to be consistent with past numbers of projects/activities identified as being exemplary and most recently the findings of the Sierra College research project CHE Showcase.

Interest and enthusiasm demonstrated by participants during the retreat for the descriptions of the eleven applicant projects and the poster displays provided some indication of the effectiveness of the recognition for stimulating replication. This can only be assessed through future action and may become more obvious through the mini grant process.

Overall, all evaluation of the project and specific activities was positive and indicated actual outcomes not only met those anticipated but exceeded them substantially beyond expectations.

OBSERVATIONS & RECOMMENDATIONS

The INSERVICE ACTIVITIES FOR CONSUMER AND HOMEMAKING EDUCATION AND OCCUPATIONAL HOME ECONOMICS INSTRUCTORS Project success resulted from the commitment and dedication of many professionals statewide. Through the inspirational leadership of Marjorie Chitwood, project director, and the support from project monitor Kimberly Perry, HEPDC ownership was developed.

LEADERSHIP 2000, the theme for activities, exemplifies the participation of the HEPDC which assumed major responsibility for implementation. Retreatants became caught up in this positive momentum and rapidly moved into their leadership roles for the focus of discussion groups.

The low level of project funding did not adequately support the objectives identified in the RFP and addressed through the project. Objectives were attained through significant in-kind contributions from the project director and Mt. San Antonio College, the subcontractor and HEPDC members and their colleges. The availability of the Time Account funds provided start-up support prior to funding and subsidized project operational costs. It is important to provide funds to at least cover committee member and facilitator travel costs. This is minimal support for the extensive time invested by these professionals. The small compensation provided for retreat leaders, $75 reduction of registration fee, although equitable for all, was token support.

The availability of the Time Account funds supported initiation of advance planning prior to funding. This was essential to the achievement of project objectives and especially providing sufficient lead time for colleges and home economics instructors to plan and budget for participation.

RETREAT

- The format and design, patterned after Celebrate Great Teaching in Vocational Education and California Great Teachers, was enthusiastically received by leaders and participants. It provided the opportunity for sharing and networking which is always a high priority for conferees. Elements of the format and concepts introduced should be incorporated into future conference and workshop planning.
- Effectiveness was increased through participant advance preparation: the related reading reference and completion of Problem and Innovation papers. This developed a readiness and the crystallization of priorities prior to the retreat which brought direction and thrust.

- Subject matter sessions are vital to home economics professionals and should be incorporated into all conferences and workshops. Introducing these early, as was done during the retreat, sets a positive tone which carries over into other sessions and small group discussions.
- The daily newsletter helped to keep the group focused and avoided rehashing of topics which had been sufficiently covered. Although this technique may not always be adaptable, it should be given consideration in the future.
- Stimulating future action is essential to incorporate into conference planning. The closing Action Planning Workshop provided a vehicle for retreatants to address a specific problem and apply the techniques presented by consultant Kathleen Osta. Feedback indicates that many of the participants have continued that action.
- Kathleen Osta, HeartWork Group, Inc. was an effective caring workshop leader. She made change, a threatening transition, positive for participants. A follow-up session for reinforcement should be considered for the future.
- Training and orientation of facilitators, both advance and during the progress of the retreat, is imperative for process effectiveness and the development of group dynamics.
- Late night, 9:00 p.m., sessions although voluntary, were taxing for participants after a long day. More free time is an important ingredient to allow for digestion and reflection.
- Site selection is vitally important to creating the open environment essential for a retreat. The Granlibakken Conference Center setting, accommodations and staff were conducive to the retreat.
- Late funding impacts lead time for planning and promoting involved activities such as statewide conferences. Local colleges need sufficient time to budget for travel and registration. The availability of the Time Account funds to support a HEPDC planning meeting prior to funding was essential to project success.
- The policy of advance prepaid registrations only should be strictly enforced. Allowing attendance without payment creates problems. Conference sites and hotels require full payment on departure and registration fees are essential to cover these costs. Collecting from individuals/colleges following a conference is time consuming and costly.
- A registration package with limited options as was utilized with the retreat is easy to process and should be utilized whenever possible.

COMPENDIUM

- Production and mailing costs keep increasing. Although costly to produce and mail, the positive reaction supports the continuation of the community college statewide newsletter. Three issues: Fall, Winter and Spring are probably sufficient to support communications objectives.
- Utilizing COMPENDIUM to insert other appropriate mailings helps to reduce costs and increase efficiency. Two issues included inserts: the Innovation package and retreat Registration Form.
- The quality and professionalism of COMPENDIUM should be maintained. It projects a positive image for community college home economics and serves as a communications vehicle for the profession, the COCCC and community colleges.

RECOGNITION AWARDS

- Recognition of home economics innovations is a vehicle for stimulating program improvement. Tying the recognition to the focus and theme for the conference increases the impact and should be considered for the future. In 1989, partnerships were recognized which was consistent with PARTNERSHIPS: TEAMING UP TO SUCCEED; LEADERSHIP 2000 recognition focused on meeting the needs of the diverse populations of the future.
- Providing summaries of all innovations applications is important to the encouragement of local replication and should be continued along with feature stories on the award winning projects in the COMPENDIUM.

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(916) 324-2363

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Educational Service Center
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Pomona, CA 91766
(714) 623-0401

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San Joaquin Delta College
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Stockton, CA 95207
(209) 474-5541

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Grossmont College
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El Cajon, CA 92020
(619) 465-1700

APPENDIX B

RETREAT CONFIRMATION ADVANCE MAILING

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LEADERSHIP 2000

TO: CCC Home Economics Retreat Participants
FROM: Shirley McGillicuddy

Plans for the Home Economics Retreat at Granlibakken are in the final stages. You and other leaders from California community college home economics will chart an exciting course for the future during the brief three days on-site.

To maximize the effectiveness of the experience for you and other retreatants, some advance preparation is requested. The attached package details the arrangements, suggests comfortable clothing and once again reminds you of travel options. An article written by the HeartWork principles, the firm with which the consultant Kathleen Osta is affiliated, is enclosed for advance reading to familiarize you the group's approach to preparation for change agent training.

As you know, this is a true retreat. Although the Agenda is planned to focus on change and trends and issues which must be addressed by community college home economics and subject area specializations, much of the content will come from the participants. To help us plan and prepare and train the facilitators to address YOUR priorities, we ask that you complete two brief papers – an Innovation and a Problem paper. The forms are enclosed with appropriate instructions. Please mail one copy of each to me no later than March 25 and bring 75 copies of each paper with you to the retreat.

If you wish, also plan to make a brief (five minute) presentation of a technique or teaching tool you have used successfully. This need not be complicated or involved and should be easily demonstrated to the group. Examples or lists of resources which you have used and wish to share can be placed on the resource table for review by participants.

Although we do not promise that this will be a relaxing experience, we do guaranty beautiful surroundings, the absence of daily distractions and exhilaration which comes from being community college home economics though leaders charting the course of the future.

See you at Granlibakken!

cc: M. Chitwood
K. Osta
K. Perry
P. Stanley

LEADERSHIP 2000

CCCHE RETREAT
Home Economics & Related Subject Area Faculty
April 7-9, 1991
Granlibakken Conference Center
Tahoe City, California

MATERIALS FOR THE RETREAT

Each participant is asked to bring a variety of background materials which will be shared with the other participants and will become the basis for retreat discussion. These are listed below.

1. PERSONALLY ATTEMPTED INSTRUCTIONAL INNOVATION*
   Seventy-five (75) copies* of a **one-page** paper (form enclosed) describing a personally attempted instructional or program coordination innovation—successful or unsuccessful. The paper should include a brief description of the problems or circumstances that generated the attempt and a brief analysis of the reasons for its success or failure. Each member of the seminar will receive a copy of every paper. The discussions at some of the small group sessions will center around the content of these papers.

2. PERSONALLY ENCOUNTERED INSTRUCTIONAL PROBLEM*
   Seventy-five (75) copies* of a **one-page** paper (form enclosed) describing a problem in instruction or program coordination which you have encountered, whether solved or unsolved. This paper may merely pose your questions for discussion. Copies of this paper will also be distributed to all participants.

3. RESOURCES OR TEACHING TOOL (OPTIONAL)
   Any teaching tool, resources or devise you may use—homemade or commercial, subject-matter oriented or universally applicable—which has enhanced your effectiveness in the classroom is encouraged for sharing. IT NEED NOT BE ASTOUNDING! IT SHOULD BE ABLE TO BE DEMONSTRATED IN 5 MINUTES OR LESS OR DISPLAYED ON A RESOURCE TABLE.

*Copy machines will not be available at the site. As a result, items 1 and 2 above must be brought ready to distribute. Please do not "ditto" copies. Ditto copies cannot be duplicated at a later date should participants wish to do so. Be sure your name, subject area specialization, college and telephone number are on each form.

Mail one copy of your Innovation and Problem papers to project staff by March 25:

CHE Inservice
671 Chaparral Road
Sierra Madre, CA 91024

or fax to...

(818) 355-5310 —
(wait for answer, then
push * button to send)

LEADERSHIP 2000

CCCHE RETREAT
Home Economics & Related Subject Area Faculty
April 7-9, 1991
Granlibakken Conference Center
Tahoe City, California

LOCATION, REGISTRATION AND SCHEDULE

1. ARRIVAL AND DEPARTURE
   Registration 4:00 p.m., April 7, 1991, Granlibakken Conference Center.
   Departure 1:30 p.m., April 9, 1991, following lunch.

2. LOCATION
   All retreat activities, including meals and sleeping accommodations, will be held at Granlibakken Conference Center, Tahoe City, California. A retreat setting has been selected because it enhances the regenerating and long range planning focus of the experience. Participants must stay on-site and attend all three days. Partial participation and commuting detract from the effectiveness of the experience. A map and directions to Granlibakken are attached.

3. TRANSPORTATION
   Air Fares:
   As previously noted in the December and February issues of *COMPENDIUM*, for those traveling by air, Reno Cannon Airport may be most accessible. **To access special airline discount rates:** call U.S. Air or United's Convention Desk, a minimum of two weeks in advance, reference Home Economic Retreat April 7-9, Granlibakken. **Discounts are only available when reservations are made through the CONVENTION DESK.** Telephone and meeting identification numbers are as follows:

U.S. AIR	UNITED
1-800-334-8644	1-800-521-4041
Gold File #333537	ID #447RJ

Fares should apply to Reno, Tahoe and Sacramento. Seats may be limited, so call early for best availability.

Ground Transportation:
Granlibakken provides a shuttle service to/from Reno Airport. Reservations must be booked and prepaid 48 hours in advance of service. Rates are $35 for one and $20/per person for two or more. Plan to consolidate travel with others from your region for economy and companionship! To arrange, call Granlibakken, (800) 543-3221 or (916) 588-4242. For those driving, a map is enclosed.

4. SCHEDULE
Meals will be served at scheduled times as follows:
Breakfast – 8:00 a.m. Lunch – Noon Dinner – 6:00 p.m.
Breakfast and lunch are buffet service.

5. WORKSHOPS
The retreat schedule will rotate between large and small group workshops. Sessions are scheduled in the evening to take maximum advantage of the limited time available. Much of the retreat activity occurs in small group workshops. Information regarding workshop assignments will be provided at the retreat. Opportunities will be available to meet with colleagues from your subject area as well as with those who share common concerns. Kathleen Osta, HeartWork Group, has been retained to facilitate large group sessions focused on Mastering Change in the 90's, Meeting the Challenge for Innovation and Action Planning Strategies. These sessions are designed to provide preparation for the small group workshops and the final outcomes for the retreat.

6. SUPPLIES
Writing tablets, pens, pencils, a highlighter and a folder for notes and retreat papers will be provided for each participant. A supply of paper clips, rubber bands, stapler and staples, tape, chalk and chalk board and newsprint table will also be available.

7. GUESTS/FAMILY MEMBERS
For those planning to bring a family member, retreat guests are welcome to participate in workshops as well as meals or to take advantage of Granlibakken's recreational facilities.

8. RECREATION
Granlibakken's recreational facilities vary with the weather and include:

Winter:	Ski Hill with Surface Lift
	Alpine & Nordic Ski School
	Nordic Trails
	Snow Play Area
	Equipment Rental (for all of the above)
Summer:	Large Heated Swimming Pool
	Children's Wading Pool
	Olympic Par Jogging Course
	Tennis Courts
Year Round:	Saunas & Spa

9. CLOTHING
Dress is informal. Casual clothing including jeans, sweats, apré-ski, etc. and whatever you need for the recreational activities of your choice are suggested. Rubber soled shoes are suggested in the event of snow/ice, but comfortable walking shoes are recommended.

LEADERSHIP 2000

Innovation

Name of Person Completing Form: _____

College/Agency: _____

_____

Telephone: Work (____) _____
Home (____) _____

Check Appropriate Response:

Primary Assignment
- ☐ Coordinator/ Chairperson
- ☐ Instructor

Subject Area Specialization Preference
- ☐ Fashion
- ☐ Interiors
- ☐ Life Management
- ☐ Life Span
- ☐ Nutrition & Food

Briefly describe a personally attempted instructional or program coordination innovation – successful or unsuccessful. Include a brief description of the circumstances which generated the attempt and a brief analysis of the reasons for its success or failure. If you wish, also list questions for discussion. Each participant will receive a copy of this paper so please bring 75 readable copies for distribution. Mail one advance copy to project staff to be used for forming small groups and preparing workshop facilitators.

Description/Analysis of Success or Failure:

Discussion Questions:

Please mail one copy of this form in the enclosed envelope no later than March 22, and bring 75 copies with you to the Retreat.

B-5

LEADERSHIP 2000

Problem

Name of Person Completing Form: _____

College/Agency: _____

_____

Telephone: Work ( ) _____
Home ( ) _____

Check Appropriate Response:

Primary Assignment
- ☐ Coordinator/ Chairperson
- ☐ Instructor

Subject Area Specialization Preference
- ☐ Fashion
- ☐ Interiors
- ☐ Life Management
- ☐ Life Span
- ☐ Nutrition & Food

Briefly describe a problem you have encountered in instruction – solved or unsolved. If solutions have been attempted whether they have worked or not, briefly describe these as well. If you wish, also list questions for discussion. Each participant will receive a copy of this paper so please bring 75 readable copies for distribution. Mail one advance copy to project staff to be used for forming small groups and preparing workshop facilitators.

Description/Analysis of Success or Failure:

Discussion Questions:

Please mail one copy of this form in the enclosed envelope no later than March 22, and bring 75 copies with you to the Retreat.

Survive and Thrive in Times of Change

by Cynthia D. Scott and Dennis T. Jaffe

Congratulations! You've finally earned that promotion you've been working toward. It means you'll command a higher salary, more respect, and more responsibility. It also means you need to transfer to the head office in another state. You have to ask your husband to adjust his career goals, ask your teenage daughter to leave her boyfriend and start high school in another town, and ask friends in the area to house hunt for you. The new office has some projects they'd like you to begin right away, the old office wants you to tie up all the loose ends and train your replacement, and the real estate agent wants to know if he can start showing your house tomorrow afternoon. Congratulations?

Today's business environment produces change in the workplace more suddenly and frequently than ever before. Mergers, acquisitions, hostile takeovers, deregulation, new technology, and organizations going through cycles of centralization and decentralization are all factors that contribute to a growing climate of uncertainty. Jobs, health, even marriages can be placed at risk, jeopardizing productivity and profitability.Now, more than ever, organizations must find ways to manager and master change.

Destructive demands

In our position as consultants, the organizational challenge we see most frequently comes after a major change or disruption in the company: downsizing, shift to a new workplace, merger, or massive reorganization. Employees are simply incapable of performing the same way they did before the change. Unfortunately, the personal distress they experience—illness, low energy, lack of motivation, difficulty concentrating, accidents, and interpersonal conflict—is often perceived as out of line. They blame themselves for being weak or unable to take it, and, too often, companies act as if they agree with the indictment. Managers often misunderstand the normal progression of change and make the mistake of expecting an immediate return to past levels of performance.

One company we worked with expected to transfer people from Denver to Oakland over a weekend and have everyone show up for work on Monday ready to go. When we interviewed these employees, they appeared to be in a state of shock. How could they assimilate this drastic change into their routines when they barely had the time to say goodbye to people they worked with?

People have deep attachments to their company, work group, and way of working. When these are disturbed companies must allow a transition period of letting go the old ways and moving toward the new, or their employees will lose their spark. This process of both honoring the old culture and actively creating a new culture is important to the success of the new organization.

We have worked with organizations undergoing change for three years and have found that companies are reluctant to recognize the need to assist their employees during transition. They often hope that employees will be revitalized and restored to productive work groups without intervention. They become impatient as the pressure of markets and shareholders force them into drastic changes. Human beings are enormously flexible, but they need support in order to negotiate the shifts demanded of them. We worked with several companies including a large bank with many acquisitions, a telecommunications company after deregulation, a high-tech company hotly pursuing acquisitions and spinning off companies, an auto company, and several service companies. This work provided us with guidelines for assisting individuals and companies in transition.

Key skills

Some people cope with change better than others. Research data and our personal experience shows that people who can withstand the stress of change utilize certain key skills. These are not personality traits but actual skills that employees can learn. Hardy, stress-resistant workers have higher level of

- *commitment.* They are involved in their work and they create a sense of purpose and meaning in what they do.
- *control.* They experience a sense of personal power and look for what

they can control about their jobs.

■ *challenge*. They see change as an opportunity to learn new skills, not as something they must avoid and fear.

■ *connection*. They value their friendships with people, feel respected, and have a common bond and purpose with the people around them.

Employees commanding these skills are better able to reduce the negative effects of change on their work performance, personal functioning, and health.

A model for change

Working with individuals and organizations during change, we've seen a common pattern of transition emerge.The Change Grid™ illustrated in the accompanying figure provides an over-all model for mapping the various individual or organizational responses to change. The two axes define four quadrants, which are the four phases of the transition process: denial, resistance, exploration, and commitment. These phases apply to individual, group, organization and even societal transition.

Moving through these four phases, there is a directional flow of personal and organizational attention. The horizontal axis of the grid shows the focus of attention either on the *past*, the way things were, or the *future*, the way they might be. The vertical axis denotes attention focused either on the *external* environment or on the *internal* self of feelings, sensations, and thoughts.

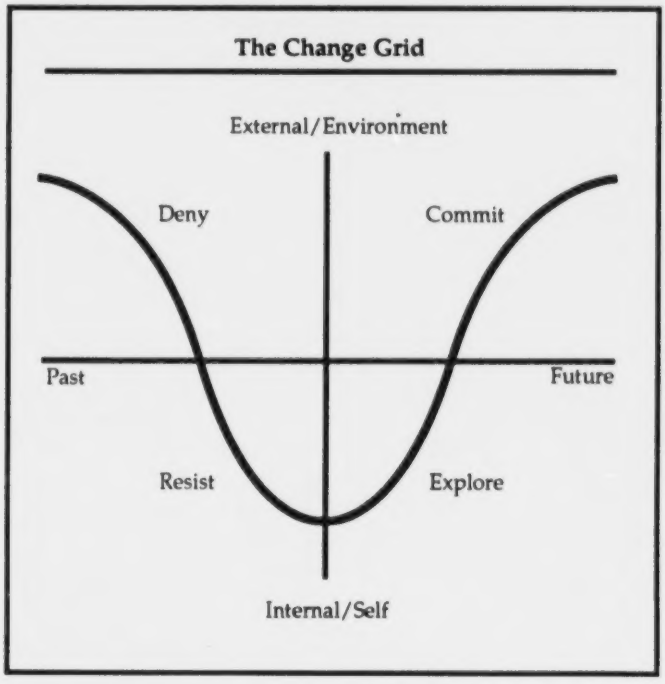
The first phase in the transition process is *denial*. At first, the true meaning of a change doesn't sink in. When a death is reported, or a company is sold, the first effect is usually numbness. Nothing happens. People continue to work as usual. It appears that productivity will continue and nothing will be affected. Denial is prevalent and harmful because it impedes the natural progression of healing from moving forward. Employees stay focused on the way things were, neglecting both themselves and their future, not exploring how they can or need to change.

Denial can be prolonged if employees are not permitted to register any reaction. Too often management indicates that it wants to continue "business as usual." Employees turn a blind eye to the signals they are receiving, which leaves managers to believe that they have moved directly across the curve to the final phase: *commitment*. This Tarzan-like swing usually works in the movies, as the hero triumphantly clears the pit with a glorious yell. In companies, however, people may pretend they have cleared the pit, but, inwardly, they are still affected by the change. Productivity inevitably decreases. At this point a consultant often is called in to run stress management or productivity programs. But the programs' focus is usually on the individual's, rather than the organization's, response to the change. Change management programs usually aren't requested until a majority of employees have reached the *resistance* phase.

Resistance occurs when people move through the numbness of denial and directly experience the self-doubt, anger, depression, anxiety, frustration, fear, and uncertainty that accompanies major change. People focus on the personal impact of the change on them. Productivity dips drastically. Managers will hear lots of grumbling, employee assistance services will be swamped, and the copying machines will be churning out resumes. Accidents, sickness, and work-related losses multiply. No matter how much a company wishes it away, the experience and symptoms of resistance are inevitable. The best a company can do is help people overcome them.

It's hard for a company to be open to negative expression, but that's exactly what helps to minimize its impact. Allowing people to express their negative feelings and share their experience with others makes this phase progress faster. People say they felt they were alone in their reactions or they weren't aware their reactions were so intense. They feel better when the share. This is a time when organizations really can use rituals like picnics, parties, awards, and luncheons to contain these normal responses. People need a way to say goodbye to the old and begin to welcome the new.

One company we worked with held



a Christmas party in August, complete with gifts and a tree, to celebrate being together before impending layoffs planned in September. Some companies have held "corporate wakes" to say farewell during the final stages of a merger. These acknowledgements of resistance help people move along the curve faster.

Although it takes time, the low point *is* passed and employees begin to move up the other side of the change curve. This shift indicates that things are going to get better. People report a wide array of positive indicators: sleeping through the night, feeling like a dark cloud has lifted, headaches ceasing. Suddenly organizations note a renewed interest in work and see the return of creativity and drive to employees. This indicates that they have successfully crossed the boundary of resistance and are ready for *exploration*.

During exploration employees release energy as they focus their attention on the future and toward the external environment once again. In this phase people tend to draw on their considerable internal creative energy to invent ways to move into the future. This phase can be both exciting and exhilarating, and it can create powerful new bonds in a work group.

Positive energy does have its drawbacks, however. Some consider this phase to be chaotic. Everything is in question as people search for new ways to relate to each other; questions ways to secure their future, and wonder how the new organization will be brought together. There is some stress of uncertainty during this phase, especially among those who want a lot of structure.

After searching, testing, experimenting, and exploring, groups and individuals begin to see a new form emerging. They are ready to be *committed*, and move ahead. Individual employees and larger work groups are ready to refocus on a plan. They are able to recreate their mission and attach action plans to make it work. They have learned new ways to work together and have renegotiated roles and expectations. This is a phase of solid identification complete with a clear set of goals and direction to reach them. This phase lasts until another cycle of transition begins with another major change.

When a work team recognizes and allows expression of each phase, the people who experience great personal and performance problems can be renewed and reconnected to the company. Those companies that take time out to see *how* people respond to changes can travel to the other side of the transition wave more quickly than those that operate by massive denial.

This model can be used in many ways. It can predict employees' reactions during changes. It can be used diagnostically to assess where individuals, teams, and the whole company stand in relation to the transition curve. This is helpful information for top management teams who find themselves in the exploration phase while lower-level groups are stuck in denial or resistance. We have used this model in executive retreats to understand why commitment-phase planning would not be possible until the individual involved had dealt with the resistance phase. Organizations can use the model to design management strategy for moving down the curve and then moving up the other side.

Dos and don'ts

Simple communication of change is an important aspect of managing the transition. We found that a mini-version of the transition curve occurs in a meeting where a change is relayed. At first people deny the message that is delivered, reacting with disbelief. At this stage complicated details about the change will not sink in. Later, when the resistance phase is in full swing, employees will meet the new situation with distrust and possible hostility. This is a time for having meetings, listening, and installing hotlines for instant, clear, accurate information. In this first half of the process, it is important that the organization tell people as much as possible and not lead them on with promises and inaccuracies. It's also a time for management and supervisors to be willing to listen to employees' reactions with caring, but without having to "solve" or change the feelings.

During exploration people need access to information to make informed choices. A good example of providing access is to establish resource centers to help people locate new jobs in the face of layoffs. During commitment people will want to solidify their plans, move toward action, and put these resources to work.

We found that some individuals have greater difficulty moving through these phases, while others, such as the executive who has been "downsized" out of three companies in three years, can move through rather quickly. Some employees will get stuck and not be able to respond to even the most supportive supervisor. Often they are experiencing multiple transitions and need additional support. The model assists supervisors in identifying the employees who are stuck and need to be referred to the company's employee assistance program or professional counseling to help them get back on track.

Since change is inevitable, will we always be surfing on this wave of transition? The answer, we hope, is "yes." Without change we would run the risk of becoming stale and unresponsive. Organizations will become more resilient when they recognize that while change is deeply demanding, it has a predictable pattern that can be managed and responded to in a creative manner. The challenge we face is to learn to move through this wave of transition as easily and creatively as possible.

Scott and Jaffe are psychologists and OD consultants associated with Flora Elkind Associates in San Francisco.

From Oakland, San Francisco, Sacramento
Take I-80 East to Truckee
Take 89 to Tahoe City and turn right at the lake,
remain on 89 and go 1/2 mile to Granlibakken Road.

From Reno
Take I-80 West to Truckee and follow driving
directions above.

Granlibakken Resort
800-543-3221 or 916-583-4242

APPENDIX C

FACILITATORS TRAINING PACKAGE

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Home Economics Retreat

FACILITATORS
Revised 3/20/91

Facilitators have been selected from home economics participants in past Celebrate Great Teaching in Vocational Education seminars and augmented with community college subject area leaders. The group includes a primary and a back-up facilitator from each program plan area and a coordinator/manager group, as listed below:

Area	Primary	Back-Up
Coordinators	Lucille Milani	Barbara Macci
Fashion	Hazel Hill	Paula Rene
Interiors	Diane Bowers	Margie Chitwood
Life Management	Emilie Zouhar	
Life Span	Cathie Robertson	Rick Ida
Nutrition/Food	Barbara Gershman	Carol Thomas

LEADERSHIP 2000

Home Economics Retreat

GUIDELINES FOR FACILITATORS

General Guidelines

- It is not our responsibility to see that the retreat "works" or even to define what "works" means.
- It is our responsibility to see that we don't interfere with the group process.
- Listen for content and communication of ideas by other staff members; help them by expounding or clarifying as necessary.
- Remember an old NFL adage, "Too little coaching is better than too much."

Small Group Leader Notes

- Set mood as quiet and casual.
- Assume facilitator role, not "in charge" role.
- Encourage or facilitate the learning of names.
- Avoid campus politics; suggest that it is inappropriate and would remove the focus from preparing for change and strategic planning.
- Don't let one individual monopolize the conversation.
- Have participant tell about the content of his/her paper; do not let him/her read it.
- Look for connections between one topic and another.
- Encourage the use of anecdotes when people are describing their innovation or problem papers.

Large Group Sessions

- Introductions: Keep to one minute each.
- Non-astoundings: Keep to three minutes (optional, can't assess how many may bring).
- Large group presentations: Must be held to 10 minutes. (Plan for Monday evening fireside.)

Facilitator Meeting Guidelines

- Sense the "mood" of the group and individual participant reactions.
- Relax and reassure one another.
- Look for problems; define and discuss.
- Identify individual participant strengths/talents for sharing.
- Nominate and select candidates for large group activities.
- Share and record topics for later use in small groups.
- Reassess the agenda and modify as needed.

Based on Celebrate Great Teaching in Vocational Education format.

LEADERSHIP 2000

GUIDELINES FOR PARTICIPANTS

The Purpose

To celebrate community college home economics strengths.
To cause educators to venture beyond the limits of their specializations and environments in search of transferable ideas and the universals of teaching.
To practice rational analysis of instructional problems and to find realistic, creative approaches to their solutions.
To promote an attitude of introspection and self-appraisal by providing a relaxed setting and an open human climate in which participants can seriously review and contemplate their attitudes, methods and behavior as teachers.
To stimulate the exchange of information and ideas among participants by building and expanding the network of communication.
To identify priority strategies and directions for the future.
To overcome barriers and fears surrounding change.

Ground Rules for Large & Small Group Sessions

1. No griping.
2. Avoid comparing systems.
3. Don't hold back.
4. Avoid empty show and tell.
5. Make the other participants adhere to numbers 1–4.

Reasons for Success

1. The participants shape the direction of the retreat.
2. Organized for this specific event, it will have no ongoing structure or organization. No officers, no by-laws, etc.
3. Facilitators have participated in Celebrate Great Teaching or similar seminars and have been trained.
4. The participants are an inexhaustible resource.
5. Everyone is both teaching and learning.
6. Provides a unique focus on the practice of teaching and coordinating home economics and related disciplines.
7. Provides a focus on overcoming the anxieties of change as a basis for future courses of action.
8. Has a rigid nonstructure. Provides as much freedom as possible.
9. No one can do this alone. It can never be the product of one person's thinking. The consultant retained, Kathleen Osta, is expert in developing group dynamics and planning for and motivating change.

Based on Celebrate Great Teaching in Vocational Education format.

Home Economics Retreat

TOPIC GENERATION GUIDELINES

For Small Group Breakout Sessions
7:00-8:30 p.m. Monday

Facilitators

Two facilitators direct this activity. Topics are listed based on Innovation and Problem papers submitted in advance and small group discussions. These may be added to by participants but should reflect concerns about community college home economics education and strategies for the future. During the proposing of topics no attempt is made to evaluate or modify the ideas. The goal of the facilitators is to accurately receive and record all ideas. One staff member calls on individuals, clarifying language when necessary, while the second staff member legibly records the idea on the board. No more than 10 to 15 topics should be listed and recorded.

Voting Procedures

Closely related topics may now be consolidated if agreeable to both authors. These ideas will usually come from the group and do not need to come from the facilitators. Each participant is encouraged to vote for any and all topics which they would like to discuss if the time were available to do so.

Each topic is read aloud and a show of hands is counted and recorded next to the topic on the board.

Topic Designation

Five to seven topics of most interest are selected for discussion. The number could be less, and should follow the general massing of votes. Topics should relate to issues/trends/challenges and may be of general concern or relate to specific subject area specializations.

Breakout Session

The author is encouraged to become the moderator. This person announces the location where this topic will be discussed. Upon arrival at the location a scribe can be selected to record the events of the discussion. A brief (2 minute) summary of these can be shared at the topics wind down at 8:30.

Based on Celebrate Great Teaching in Vocational Education format.

LEADERSHIP 2000

Committee/Facilitator On-Site Assignments

Innovation/Problem Papers

1. _____
2. _____

Separate into:
Innovation Sets
Problem Sets
Alpha Order

Stuff in envelopes for distribution at Sunday evening OR Monday morning General Session

Small Group

1. _____ Form Small Groups: Innovations
2. _____ Form Small Groups: Problems
3. _____ (distribute cards to Facilitators for their own group)
4. _____
5. _____
6. _____

1. _____ Topic Generation: List Preidentified Issues/Trends } Discussion
2. _____ Generate Additional Lead Selection Discussion } Leader/Recorder

Fireside Presentations: Monday

1. NATDs
2. Identified from Innovations

10 minutes max. 4 presentations max.

Summarize newsletter Highlights: Deadline 9:00 p.m. (must be in clear handwriting to allow John some sleep each night.)

1. _____ Sunday
2. _____
3. _____
1. _____ Monday
2. _____
3. _____

Evaluations:
Assist Barbara Macci with Collection.
Informal Interviews with 4-5 participants each. All will participate in this process.

APPENDIX D

HOME ECONOMICS RETREAT PACKET

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CCCHE RETREAT SCHEDULE
GRANLIBAKKEN CONFERENCE CENTER
APRIL 7-9, 1991

Sunday, April 7

4:00	Registration & Check-in
5:00	Mixer (Granlibakken hosted)
6:00	Dinner: Warm up, introductions
7:00-9:00	Presiding: *Margie Chitwood*, Chairperson Home Economics Professional Development Committee Mastering Change in the 90s: *Kathleen Osta*
9:00	Fireside: Grant Writing Techniques: *Kim Perry*, Specialist, Chancellor's Office, California Community Colleges

Monday, April 8

8:00	Breakfast Buffet
9:00-10:00	Meeting the Challenge for Innovation: *Kathleen Osta* Orientation for Small Groups: *Shirley McGillicuddy & Facilitators*
10:00	Break
10:15-11:45	Small Groups: Innovations
12:00 noon	Lunch Buffet
1:00-2:00	Synthesis from Innovation Sessions, Reassignment to Small Groups: Problems
2:00	Break
2:15-4:30	Small Groups: Problems
4:30-5:30	Free Time
5:30	No Host Mixer Leadership 2000 Innovations in Community College Home Economics Showcased

6:00 Dinner: Innovations Recognition

Community Outreach through Home Economics
The BRIDGE
Cammie Lear – Modesto Junior College

Serving Nontraditional Students through Home Economics
Single Family Parents Workshop Classes at San Francisco County Jail
Patricia Erickson – Skyline College

Serving Special Needs Students through Home Economics
Seminar Series for Families of Operation Desert Storm
Emilie Duggan-Zouhar – Grossmont College

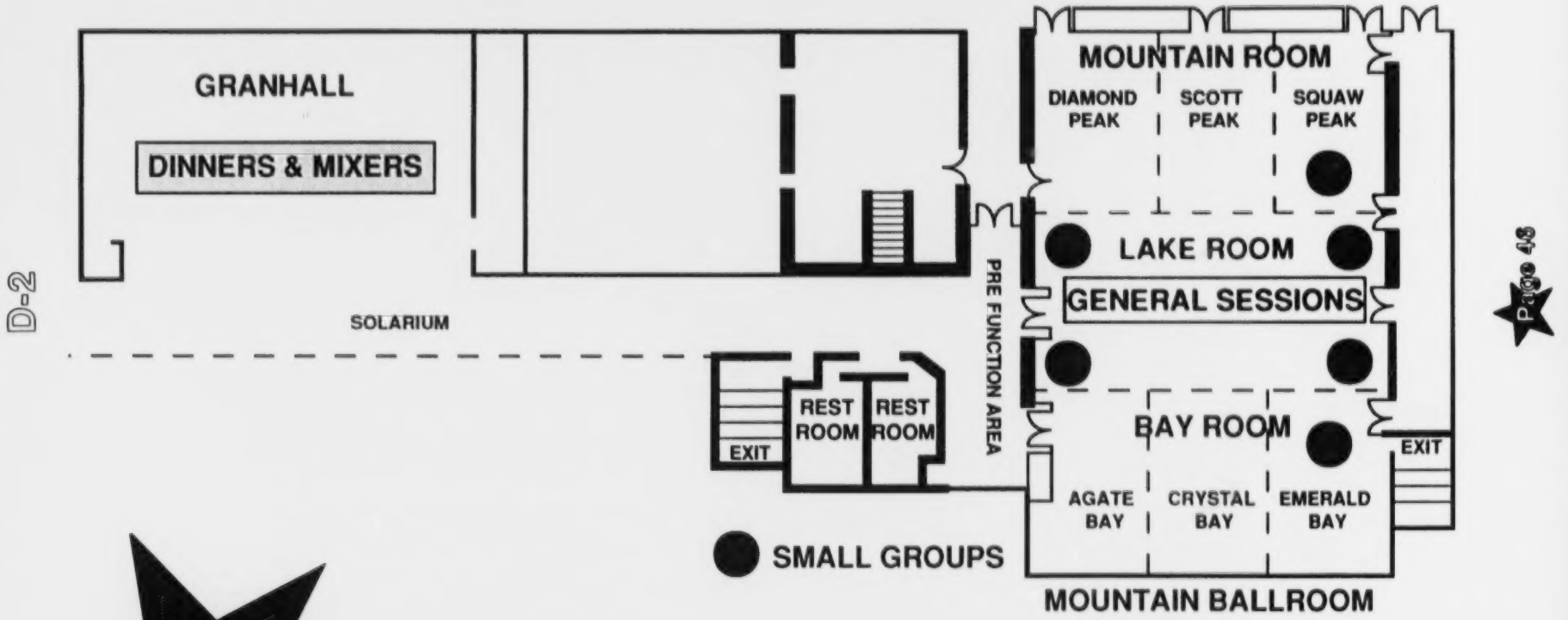
Serving Special Populations through Home Economics
2 + 2 + 2 Articulated Program
Home Economics Department – Mt. San Antonio College

7:00-7:20 Topics Generation: Issues/Concerns for Small Groups
7:30-8:30 Small Groups: Issues/Concerns formed by interest areas
8:30 Topics Wind Down
9:00 Fireside: Topic(s) Determined by Participants

Tuesday, April 9

8:00 Breakfast Buffet
8:45-10:00 Action Planning Strategies: *Kathleen Osta*
Action Planning Small Groups Formed

CCC Home Economics Retreat Site Map
Meeting Rooms and Dinning Halls



LEADERSHIP 2000

LEADERSHIP 2000

California Community College
Home Economics Retreat

April 7 - 9,1991 ✧ Tahoe City, California

THE HEARTWORK GROUP ✧ SAN FRANCISCO, CALIFORNIA ✧ (415) 759-9675
KATHLEEN OSTA ✧ PHOENIX, ARIZONA (602) 234-2129

MASTERING CHANGE IN THE 90's—Sunday, April 7,1991 7:00- 9:00 p.m.

Establishing perspectives on change
- ✧ Industrial age to information age
- ✧ Accelerated pace
- ✧ More outside influences
- ✧ Now living Alvin Toffler's "Future Shock"

Traveling from the pyramid to the circle
- ✧ Orchestra to Jazz
- ✧ Value of the hierarchy Wisdom of the circle
- ✧ Success trends of the future

Moving through change
- ✧ Maps for the journey
- ✧ Transition Curve (experiential exercise)
- ✧ Role of ritual
- ✧ Communication strategies
- ✧ Myths about change

How people change
- ✧ "Carefrontation"
- ✧ Relationship
- ✧ Emotional literacy
- ✧ Hero experiment
- ✧ Definition of competency

Gaining change hardiness
- ✧ The Four C's (experiential and interactive exercise):
  - Challenge—Stretching
  - Commitment—Vision and values
  - Control—Clear focus, decision-making and risk
  - Connection—Support, participation and involvement
- ✧ Revalidate research
- ✧ The overlooked C
  - Communication

Barriers to change
- ✧ Limiting beliefs
- ✧ Denial and resistance Tarzan Swing
- ✧ Valid reasons for resisting

Empowering actions vs. superficial *(experiential)*
- ✧ Wheel spinning
- ✧ Whining or giving up
- ✧ Mastery
- ✧ Letting go

Leading change
- ✧ Consistency
- ✧ Honesty
- ✧ Use change technology
- ✧ Endorse and practice involvement
- ✧ Foster cooperation and build alliances

Questions and comments

MEETING THE CHALLENGE FOR INNOVATION—Monday, April 8,1991 9:00-10:00 a.m.

- ✧ Promoting breakthrough thinking
- ✧ Coaching
- ✧ Swiss cheese vision
- ✧ Alignment vs. conformity
- ✧ Leveraging your sponsorship
- ✧ Guidelines for brainstorming
- ✧ Collaborative vs. directive leadership
- ✧ Assessing your style *(if time permits)*

ACTION PLANNING STRATEGIES—Tuesday, April 9,1991 8:45-10:00 a.m.

Detailing the following steps would take more time than is allotted. Therefore, I propose to overview the steps involved and walk the group through a fictitious scenario. I will also suggest that they proceed with great flexibility, and assess which elements are pertinent, by project. Another alterative is that we might discuss streamlining this process prior to the retreat, based on your familiarity with the issues.

1. Establish rational and experiential objectives
2. Review context of direction
3. Vision the desired outcome
   - Identify existing resources and gaps
   - Discuss benefits and dangers of this course of action
   - Clarify and verify commitment to the outcome
4. Brainstorm
   - Individual team members independently list tasks
   - Each member chooses a key task to share
   - Tasks are collected and posted
   - Remaining key tasks are identified *(participation by all via card system)*
5. Organize
   - Tasks are grouped into clusters
   - Each cluster named
   - Tasks reordered within each cluster, if appropriate
6. Create a unifying theme
   - Consider a slogan, a motivating image, or a project title that represents the effort Identify priorities and arrange in a configuration that reflects the sequence
7. Design a calendar of actions
   - Divide into initial, ongoing, or completion activities
   - Schedule regular meetings for whole team (depending on length of project)
   - Select a narrator to describe the project from start to finish based on the team's input
8. Team roles and overall coordinator
   - Agree on a coordinator, select members and leaders for sub-groups
   - Clarify team roles
9. Estimate costs to achieve desired outcome

LEADERSHIP 2000

Kathleen Osta
Professional Biography

Kathleen Osta is an associate of the HeartWork Group, which provides seminars and workshops across the country on the topics of "Managing and Mastering Change," "Take Your Job and Love It!" and "Stress Management."

Along with HeartWork Group founders, Dr. Cynthia D. Scott, and Dr. Dennis T. Jaffe, Ms. Osta conducts one- and two-day workshops on "Managing the Human Side of Change." She also offers executive previews of the workshops to top management teams in business, the public sector, and non-profit organizations.

Ms. Osta consults with organizations looking for strategies to survive and thrive as they address changes in their business environments. In addition, she assists groups in the process of defining or clarifying missions, goals and objectives, as well as develops forums for employee recognition.

She has more than seventeen years experience in the human relations field, including extensive public relations and fund-raising work, and has earned her Bachelor of Arts in Sociology from Nazareth College of Rochester, New York. Ms. Osta is a member of the American Society for Training and Development, is board vice president of Pilot Parent Partnerships, and is involved in strategic planning with several volunteer organizations.

Using the art of "care-frontation"—that is, balancing the need for productivity with compassion—she brings a rare enthusiasm and clarity to her work with clients.

Media Involvement
Ms. Osta has been interviewed on the subject of Change on KTAR's Pat McMahon Show, Phoenix' most listened-to call-in radio talk show.

Clients
Arizona Board of Regents
Arizona State University
Arvin, Inc.
Chevron U.S.A. Inc.
L&A Discovery
Marc Center
Maricopa Community College District
Mesa Public Schools
Ramada Hotels
Seton Hospitals

KATHLEEN OSTA, 6524 N. 12TH PLACE, PHOENIX, ARIZONA 85014 (602) 234-2129

Leadership 2000
California Community Colleges
Home Economics Retreat
April 7 – 9, 1991

Presented by
Kathleen Osta
of

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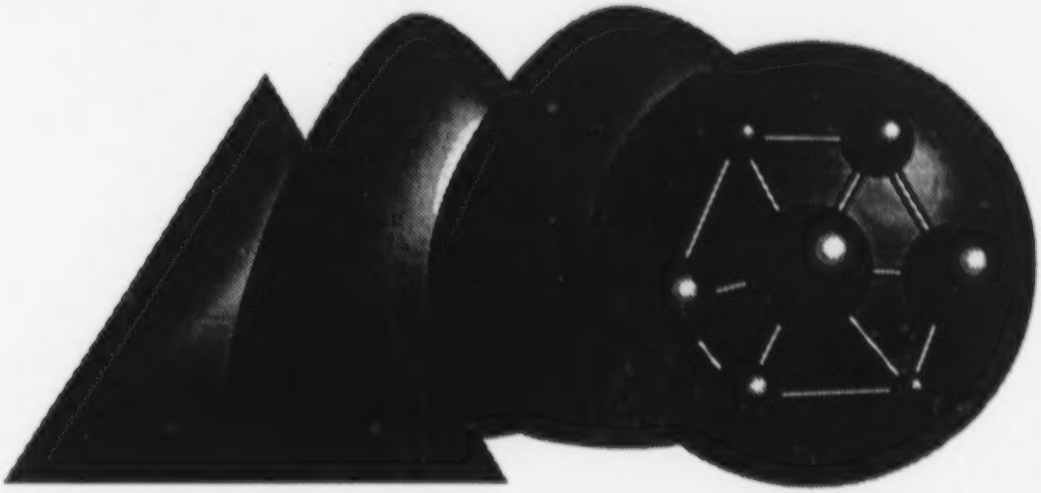
HEARTWORK GROUP
764 Ashbury Street
San Francisco
California 94117
415/759-9675

HEARTWORK GROUP SW
6524 North 12th Place
Phoenix, Arizona 85014
602/234-2129

THE MANAGEMENT MODEL OF THE FUTURE



Orchestra		Jazz Ensemble
⟵	Communication	⟶
⟵	Decision-Making	⟶
⟵	Model	⟶
⟵	Supervision	⟶
⟵	Required Skills	⟶
⟵	Leadership	⟶
⟵	Responsibility	⟶
⟵	Flexibility	⟶

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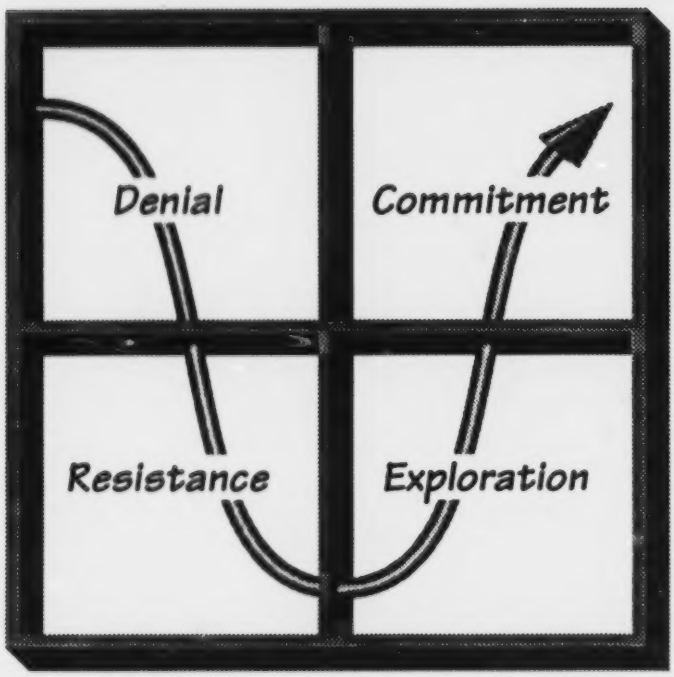
THE TRANSITION CURVE



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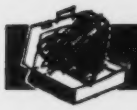

BECOMING CHANGE HARDY

Researchers Suzanne Kobasa and Salvador Maddi, who studied a high-stress company, found that one group of managers were extraordinarily healthy, or consistently maintained their health.

A second group, with similar responsibilities in the same company, experienced many major and minor illnesses.

The change-hardy group was found to have the following characteristics:

C _____

_____

_____

C _____

_____

_____

C _____

_____

_____

C _____

_____

_____

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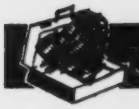

OVERCOMING BARRIERS TO CHANGE – PART 1

Limiting Beliefs

These are beliefs that we may not even be aware that we hold true and that keep us from getting what we want. The first step to overcoming them is to identify them.

Take some time and list two limiting beliefs you have about yourself. These are the "reasons" you tell yourself why you can't get what you want.

Here is an example:

I could never get that job.

_____

_____

_____

_____

_____

Empowering Beliefs

These are statements that look at the future in a positive light. they focus on the possibility that exists within a situation or within themselves.

Here are some examples:

There's always a better way, and I can find it.

I can make a difference.

My contributions to this problem-solving process are worthwhile.

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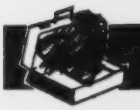

OVERCOMING BARRIERS TO CHANGE – PART 2

Coaxing a Limiting Belief Into an Empowering Belief

QUALIFY IT

Is this belief true all the time and under all circumstances?

CHALLENGE IT

Conduct an experiment to test the belief. Flip the limiting belief into an empowering one and act on the new belief. For example, if the limiting belief is "Nobody ever listens to what I say," consider trying, "If I'm clear about what I want to say, people will be more inclined to listen to me."

DESIGN AN AFFIRMATION LOADED WITH CONVICTION

Your reworded statement needs to be more than a reversal of your limiting belief — not just taking the "not" or the negative words out, but stating it in a way that is believable to you; for example, "I really want this, and I can figure out a way to get it."

PRACTICE IMAGINING

See yourself doing what you want. Daydream.

Now take one of your original limiting beliefs and, using the above techniques, turn it into an empowering belief.

_____

_____

_____

_____

_____

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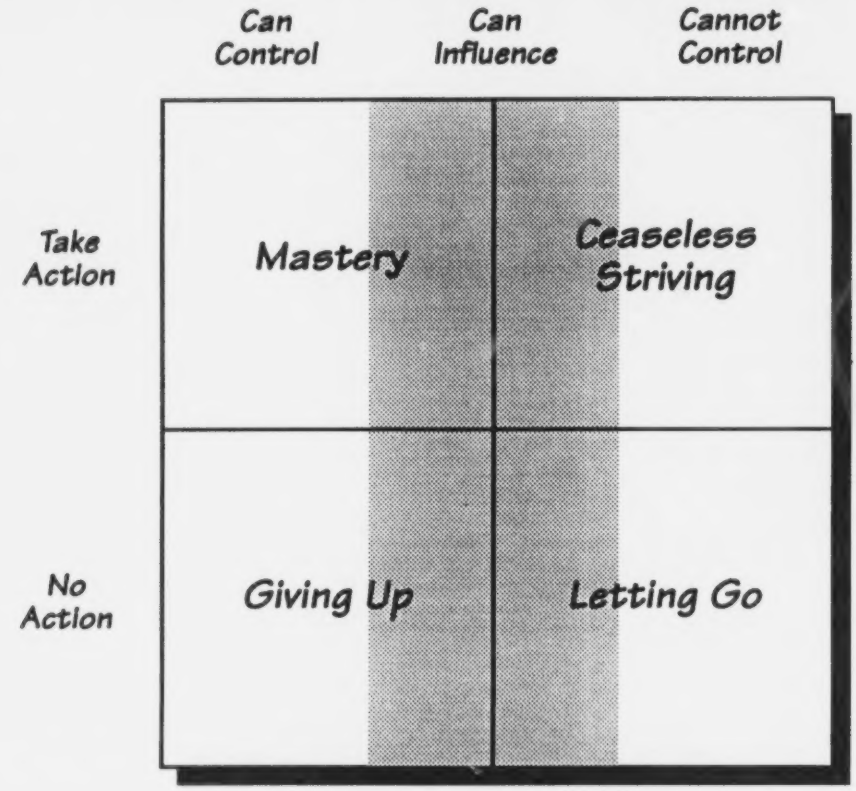
THE PERSONAL POWER GRID



Mastery —

Taking action on things you <u>can</u> control.

Ceaseless Striving —

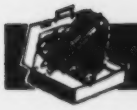
Taking action on things you <u>cannot</u> control. Spending time reacting, and never feeling satisfied. Type A behavior.

Giving Up —

<u>Not</u> taking action on things you <u>can</u> control. Acting helpless, feeling like a victim. Not doing what you could do.

Letting Go—

<u>Not</u> taking action on things you <u>cannot</u> contol. Not feeling guilty or resentful. A physical feeling of relief, release of pressure.



DIRECTIVE vs. COLLABORATIVE STYLES

Directive	Collaborative
You are responsible	Shared responsibility
Tell	Ask
Used in crisis, when need is immediate and time is short	Used when there is more time
Used when there is little prior commitment to the change	Used when everyone wants a change
High intensity confrontation and persuasion	More low key encouragement
Prescription of what to do	Facilitating solutions from group
Coaching, feedback minimal	Much exchange, controversy and communication
No time for pilots or questions	Pilot project, continual evaluation
Pathway is known and specified	Pathway is unclear and uncertain
Little informal communication	Lively discussion and conversation encouraged
Top-down communication	Bottom-up communication

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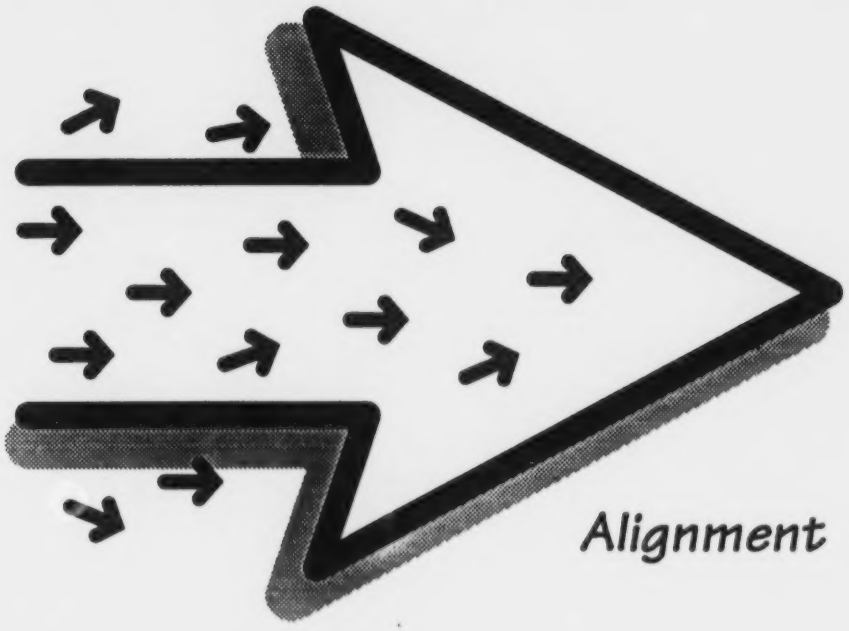
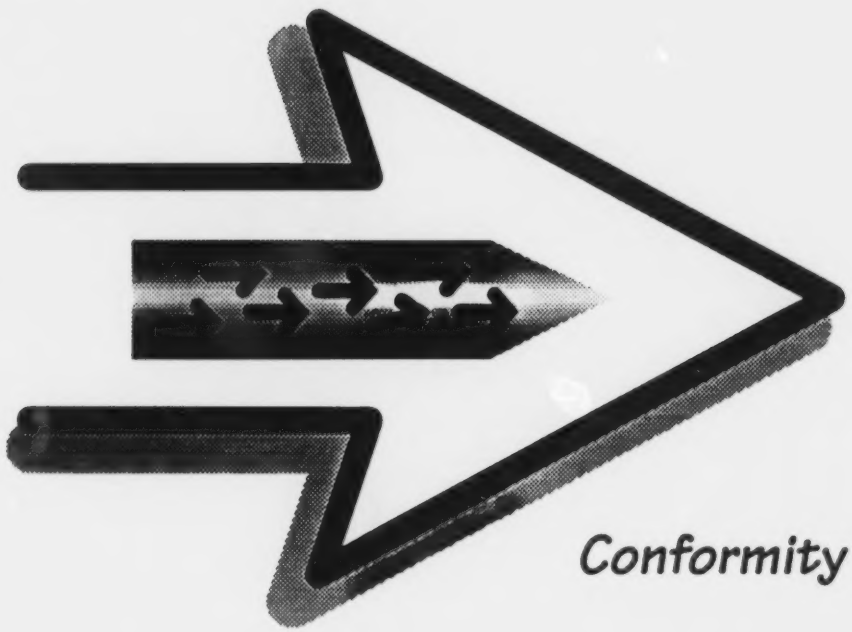
ALIGNMENT vs. CONFORMITY



Alignment



Conformity

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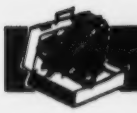

GUIDELINES FOR BRAINSTORMING

Brainstorming is a creative process. It works best when the members of the group temporarily suspend their evaluation or judgement, and let one idea stimulate another without being too critical about whether the idea is really practical. Only <u>after</u> a list of free-wheeling, creative ideas is generated, should each idea be considered for its "workability."

Remember, the purpose of the session is to help the group open up to new possibilities and better ways of accomplishing its goals.

Brainstorming

Do	Don't
Write everything people say in their own words on a flipchart	Don't paraphrase
Allow everyone to participate as equal	Don't pass value judgements
Encourage participation by everyone	Don't allow others to interrupt
Allow silence	Don't allow criticism
Tape flipchart pages on the wall	

The more effective you are at freeing up your group's creative energy, the more effective the brainstorming session will be.

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ACTION PLANNING OVERVIEW

VICTORY | KEY ACTIONS
CALENDAR AND ASSIGNMENTS

1. VICTORY

(task or accomplishment)

2. CURRENT REALITY

STRENGTHS	BENEFITS
WEAKNESSES	DANGERS

3. COMMITTED TO

4. BRAINSTORM A LIST OF APPROPRIATE ACTIONS

5. ORGANIZE ACTIONS

6. CREATE MOTIVATING IMAGE or SLOGAN

7. CALENDAR OF ACTIONS to show momentum

LAUNCH ACTIVITY	ONGOING ACTIVITIES	VICTORY COMPLETE
63		64

8. TEAM ROLES and OVERALL COORDINATOR

9. COST of this ACTION PLAN

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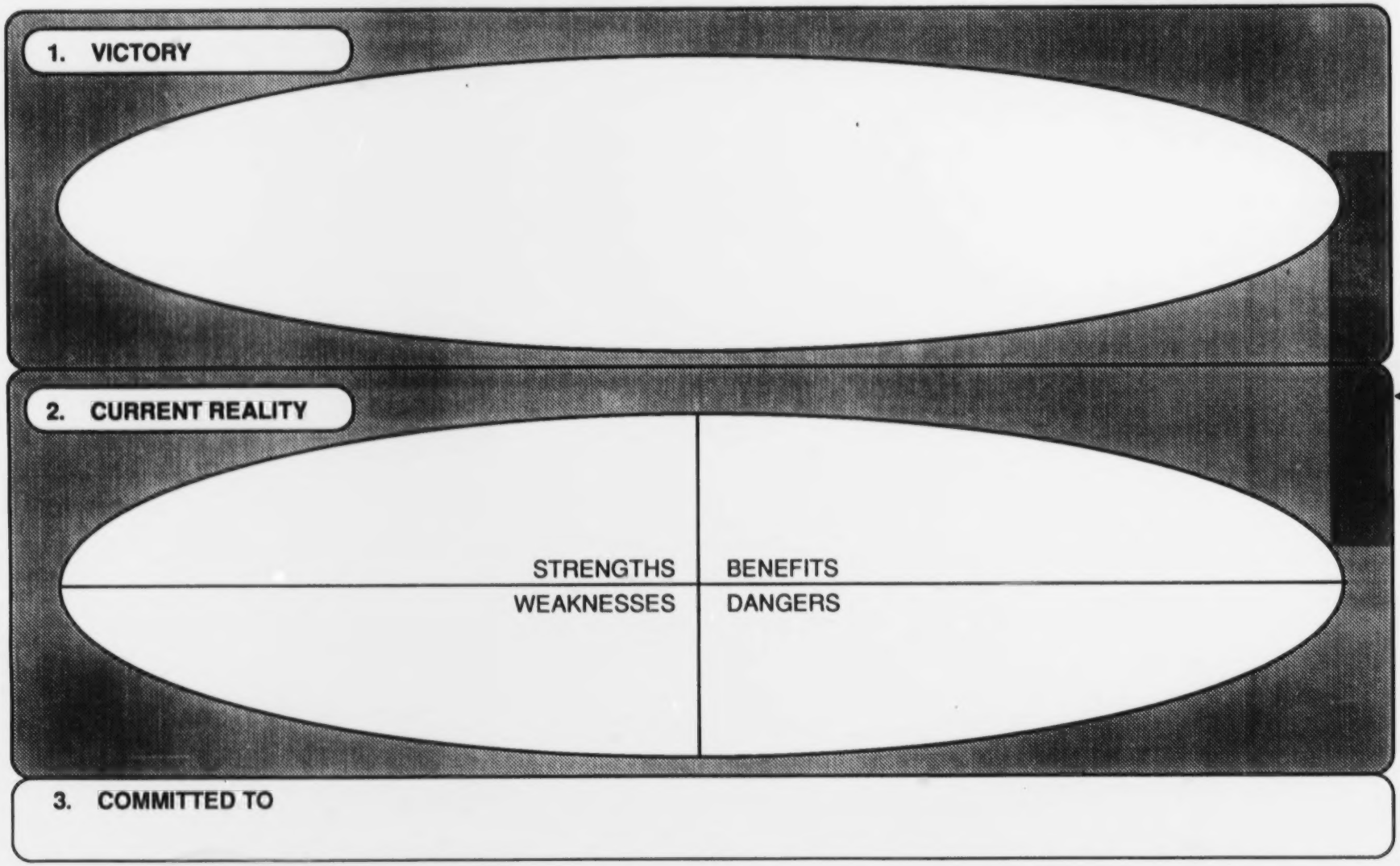
DECIDE THE VICTORY

VICTORY | KEY ACTIONS | CALENDAR AND ASSIGNMENTS



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BRAINSTORM AND ORGANIZE THE ACTIONS

4. **BRAINSTORM — LIST APPROPRIATE ACTIONS**

5. **ORGANIZE — GROUP THE ACTIONS INTO SEVERAL CLUSTERS**

6. **CREATE MOTIVATING IMAGE OR SLOGAN**

67

68

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CALENDAR OF ACTIONS AND ASSIGNMENTS

7. LAUNCH ACTIVITY	ONGOING ACTIVITIES	VICTORY COMPLETE

Page 34

8. TEAM ROLES and OVERALL COORDINATOR

9. COST of this ACTION PLAN

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LEADERSHIP 2000

INNOVATIONS IN SERVING SPECIFIC STUDENT POPULATIONS THROUGH COMMUNITY COLLEGE HOME ECONOMICS

CALIFORNIA COMMUNITY COLLEGE
HOME ECONOMICS LEADERSHIP 2000 RETREAT
APRIL 7-9, 1991
GRANLIBAKKEN, LAKE TAHOE

RECOGNITION AWARDS SELECTION COMMITTEE

Marjorie Chitwood, Chair
Barbara Gershman, Summary of Recognition Applicants
Dick Chard
Lucille Milani
Emilie Duggan-Zouhar

INNOVATIONS IN SERVING SPECIFIC STUDENT POPULATIONS THROUGH COMMUNITY COLLEGE HOME ECONOMICS

FOSTER PARENT EDUCATION PROGRAM AND INDEPENDENT LIVING PROGRAM FOR ADULTS AND YOUTHS

(Nontraditional Students)
Antelope Valley College
Dr. Selma B. Minet
Phone: (614) 943-3241

Antelope Valley College has been granted funds by the Chancellor's Office of the California Community Colleges for the past five years to provide education and support to foster parents, those interested in becoming foster parents, and all others involved with foster children. College credit is given for articulated minicourses, focusing on perceived needs and concerns of foster parents, natural parents and children. Child care is provided by early childhood students. In the independent living program, a separate aspect of foster parenting, students earn high school credits for each college course. As a result of this program and administrative support, the state has approved a $1.8 million child and family center with a capacity for 60 children and to be open 16 hours/day.

COLLEGE OF THE SEQUOIAS PARENTING RESOURCE PROJECT '90-91: DEVELOPING A COMMUNITY SERVICE RESOURCE LIBRARY

(Economic Depressed and Nontraditional Students)
College of the Sequoias
Marcy Hall
Phone: (209) 730-3799

The project objective was to make quality parenting material available to community agencies teaching parenting education and skills to clients referred to these agencies. A committee of college instructors and community members was formed to obtain names of community agencies and programs that have a parent education component as part of their function. Parents referred to these agencies because of parenting problems became the target population. Through input from the committee the college purchased parenting resources including: videos, curriculum, filmstrips, books, pamphlets and bilingual materials. Community agencies also contributed resources. Catalogs were developed and a check-out system operates through the college A-V department. Pooling college and community agencies financial and parenting resources led to the creation of an effective resource library.

CROWLEY SCHOOL/COLLEGE OF THE SEQUOIAS PARENT EDUCATION PROJECT '90-91: PARENTING COURSE FOR PARENTS OF SPECIAL NEEDS CHILDREN

(Economic Depressed and Nontraditional Students)
College of the Sequoias
Marcy Hall
Phone: (209) 730-3799

A parent survey at Crowley Elementary School identified the need to provide an opportunity for parents to model for their children the importance of education. The school newsletter publicized information on the class designed especially for special education and high risk students' parents as well as any other interested parents. Class topics included: methods of child rearing, parental roles, communication skills, health and safety, positive attitudes, resources, and differences in cultural backgrounds. The class was held at the school site so was valued as less threatening and more effective than if held at the college. There has been positive feedback from elementary teachers regarding improved behavior of children whose parent(s) attended the class.

SEMINAR SERIES FOR FAMILIES OF OPERATION DESERT STORM: AND "PARENTING POINTERS" BROCHURES

(Economic Depressed and Special Needs Students)
Grossmont College
Emilie Duggan-Zouhar
Phone: (619) 465-1700

The Grossmont College Family and Consumer Studies faculty in collaboration with Buffum's Department Store presented a series of seminars to family members of Operation Desert Storm. The objective was to provide assistance and support to families and to supplement the sessions with brochures from the FACS Program. Stress Management, Money Management and Families and War were seminar topics selected in response to participants' suggestions. The Parenting Pointers brochures used with this group include: "Choosing Child Care," "Your Child's Development," "Taking Care of Yourself and Your Children," and "Families and War." Distribution of these brochures has also been extensive throughout San Diego County such as by the San Diego Housing Commission for their low income housing population and the San Diego County Department of Social Services. All brochures are being translated into Spanish to meet other requests. Grossmont College faculty "are thus trying in our own way to contribute to the health and wellbeing of the families of our armed forces serving in the Persian Gulf." Plus, their brochures are now reaching many other special groups in the area.

2+2+2 "A FASHION MERCHANDISING INNOVATIVE DEGREE PROGRAM
(Economic Depressed Students)
Los Angeles Trade-Technical College
Sharon Tate
Phone: (213) 744-9475

This 2+2+2 program is an effective working partnership in articulation involving the East San Gabriel Valley ROP, L.A. Trade-Tech. College, and CSULA. The goal was to create a career ladder to attract high school students to a career in Fashion Merchandising. The population identified as candidates for the program is primarily middle to low income, largely Hispanic, often female, and may have problems succeeding in general education courses. Work experience allows a student to earn an income, build a work history and gain a realistic vision of the world of work. Courses and phases of the program have been validated by an industry advisory group. An outstanding industry placement record has been established. The CSULA component allows the qualified community college student to transfer as a junior and receive further integrated counseling. This partnership has been recognized by the Chancellor's Office for excellence and innovation and has received two grants.

THE BRIDGE
(Economic Depressed and Nontraditional Students)
Modesto Junior College
Camille Lear
Phone: (209) 575-6343

Modesto has a population of approximately 16,000 Southeast Asians, who live in isolated ethnic clusters. The Home Economics Department faculty found from research that these recent immigrants were unlikely to attend traditional classes, although they were in need of outreach programs to help in reducing fear of dealing with the mainstream community. In late 1988, staff members from Modesto J.C. and the Geography Department of Calif. State University, Stanislaus, obtained permission to turn an apartment/storeroom in the largest apartment complex into a community center where parenting/acculturation classes, children and teenage activities, and community-presented workshops could be held in the nonthreatening security of the residents' setting. The primary objective was to link these residents with the larger community by using college and university faculty, community service professionals, interested students and volunteers as resources. Cambodian, Hispanic and Thai advisors provide invaluable language and cross-cultural interpretation. The project now has two locations, involves other agencies such as the police, fire and public health departments, includes ESL classes, and gives monthly presentations to local community groups on aspects of Southeast Asian cultures. Now, Southeast Asian students are attending Modesto J.C.

2+2+2 ARTICULATED PROGRAM
(Economic Depressed and Nontraditional Students)
Mt. San Antonio College
Marjorie Chitwood
Phone: (714) 594-5611 Ext.4621

Mt. San Antonio College in partnership with Rowland Unified School District, La Puente Valley ROP, and California State University Long Beach has developed an articulation program among these four educational institutions to foster high school and community college students continuation through the educational system. The target population includes students who may never have considered themselves college bound such as from minority populations and economically depressed backgrounds, and who had not considered home economics majors as possible careers. The intersegmental agencies have worked together developing publicity, sponsoring career days, and providing individual counseling. This program has been highly successful in attracting students from the high school, ROP, and the community college level to a goal of a Bachelor's degree in Home Economics and its related majors. The program is expanding to the entire high school district and all centers within the ROP program.

EARLY CHILDHOOD DEVELOPMENT FIELD WORK APPRECIATION LUNCHEON
(Economic Depressed and Nontraditional Students)
Mt. San Antonio College
Jean Cohn, Katie Gerecke, Laurie Koukol, Isabel Robertson
Phone: (714) 594-5611 Ext. 4621

The Mt. SAC Early Childhood Development Field Work class plans and hosts a yearly luncheon to recognize partnerships with public and private community agencies and to show appreciation for their involvement in providing supervised sites for students. ECD students are also honored for their commitment and achievement. Families are invited to share in the celebration of the honorees' accomplishments. Administrators are also invited to bring a staff member or parent who shows an interest in beginning classes at Mt. SAC. Student projects are showcased as curriculum materials. A speaker is chosen who reflects current issues, provides information and encourages participants to continue their high level of dedication. Experience has shown that past graduates tend to contact ECD Field Work Instructors to volunteer their own places of employment as possible supervised sites, thereby contributing to the college program as alumni.

EDUCATING CONSUMERS THROUGH A COMMUNITY-BASED CENTER
(Economic Depressed Students)
Mt. San Antonio College
Joann Driggers/Paula Rene
Phone: (714) 594-5611, 623-0401

The Mt. SAC Home Economics Department recognized a need in the local community for consumer education so developed the Consumer Resource Center, housed in a college owned Educational Outreach Center in Pomona. The area is economically depressed and includes families facing problems of unemployment, eviction, domestic violence and economic hardships. The city is multi-ethnic and 46% nonEnglish speaking. The center provides monthly seminars, quarterly newsletters, shows videos and provides a bilingual literature library as well as call-in and walk-in services related to consumer knowledge. Information is available on financial management, product selection and referrals to local agencies. Most center services specifically target under-represented populations such as those with limited English skills, the elderly, disabled, disadvantaged and low income groups. The effectiveness of this project depends on close cooperation and interaction with local partnerships for referrals and support. Overall, the center provides the college access to a population which often times is difficult to serve and facilitates the entrance for this group into the regular college program.

FASHION MERCHANDISING ROP RECRUITMENT
(Economic Depressed Students)
Mt. San Antonio College
Phyllis Specht, Joann Driggers
Phone: (714) 594-5611 Ext. 4685

In October, 1990, the Fashion Merchandising faculty at Mt. SAC hosted an on-campus day for 100 students enrolled in the nationally recognized East San Gabriel Valley ROP Merchandising Program. These students were recognized because of the college's involvement with a 2+2+2 articulation agreement. Eighty percent of students completing this ROP program are targeted for college. Many of them are from minority and economically depressed backgrounds. The goal was to recruit them into the Mt. SAC Fashion Merchandising program. A full day of activities was planned for these students: counseling and student services information, tours, speakers representing alumni and industry, door prizes and lunch, and hands-on computer workshops to fulfill part of the ROP curriculum. The day was followed up with individual letters to students at their homes. Feedback noted that the students truly enjoyed their Mt. SAC visit and were made to feel important. These same ROP students will be targeted at a special presentation at the Mt. SAC Career Day in the Spring.

WORKSHOP CLASSES AT SAN FRANCISCO COUNTY JAIL FOR SINGLE FAMILY PARENTS

(Economic Depressed, Nontraditional and Special Needs Students)

Skyline College
Patricia Erickson
Phone: (415) 738-4201 Ext. 4381

Child care/parenting information seminars are given by the Home Economics Department for single parent prisoners at the San Francisco County Jail in San Bruno, adjacent to the college. Case studies by the Prisoner Services Department indicated that a high number of prisoners, both male and female, are single parents. Upon their release, chances for successful entry into any kind of employment or occupational training will be diminished by return to the same social environment and resumption of their role as single parents. These parents find it extremely difficult to be burdened with child care when they have little information on both care and services available. Child neglect and/or abuse are common. The project's objectives and strategies focus on positive parenting behavior, awareness of child care, and how to manage child care while returning to society. Topics have included: recognizing and responding to gender differences in raising children, play growth and developmental stages, values and self-esteem, women's history, fathering, TV violence, discipline-battering, and breaking of family patterns. The issuance of a parenting certificate at the completion of six sessions gives credibility in considering probation and child custody requirements and adds to self-esteem.

PARENTING COURSES/ TRAINING NEEDS IN YUBA/ SUTTER OUTREACH AREAS

(Economic Depressed, Nontraditional and Special Needs Students)

Yuba College
Don Ferraiuolo
Phone: (916) 741-6766

A study was commissioned to survey agencies, schools and businesses to: determine the needs for greater accessibility of parenting classes; explore the development of partnerships; and inform respective agencies, businesses and schools of the college's ability to offer quality parenting training. Two populations were targeted as a result of the survey. Gottchalks, a large retail firm, requested a parenting class for employees during working hours at the business location. The second group was court ordered clientele, mandated to participate in parenting training. The "Parents Place", a local service agency, was selected for the scheduling of college classes. Curriculum was developed for this non-traditional audience with separate courses and syllabi for parents of infants and toddlers, elementary school-age children and teenagers.

D-5

Certificate of Completion

Professional Development Units
for Certified Home Economists

This certifies that

_____
C.H.E.

participated in

CCC HOME ECONOMICS RETREAT
Title of Activity

CALIFORNIA COMMUNITY COLLEGES 04/07/91
Sponsor *Date*

and earned ____ of a possible 12.0 PDUs

Shirley B. Gilliland
Registry Official of the Sponsoring Organization

Mary Beth McFadden
Mary Beth McFadden
Director of Certification

78

78 A

Compendium
News Release

Please Type

Person Completing Release:_____

Title:_____

Telephone: ( )_____

Publication Date for Final Issue: May 1, 1991

Return by 4/15/91 to:
Shirley McGillicuddy
671 Chaparral Road
Sierra Madre, CA 91024

LEADERSHIP 2000

CCC Home Economics Retreat
April 7–9, 1991 • Granlibakken
Evaluation

This is the first CCC/HE Retreat. It was planned in response to input from community college professionals. Please take a few minutes to complete this evaluation before leaving the retreat. Your views are important for future planning. Thanks!

Area of Specialization: (Please check ✔ appropriate response)

☐ Fashion
☐ Interiors
☐ Life Management
☐ Life Span
☐ Nutrition
☐ Generalist

Primary Responsibility

☐ Instructor
☐ Coordinator

		Excellent	Good	OK	Unsatisfactory
1.	The Facilities (Overall)	☐	☐	☐	☐
	Food	☐	☐	☐	☐
	Lodging	☐	☐	☐	☐
	Atmosphere	☐	☐	☐	☐

Comments:

2.	The Retreat (Overall)	☐	☐	☐	☐
	Pre-retreat publicity	☐	☐	☐	☐
	Information packets	☐	☐	☐	☐
	Retreat format	☐	☐	☐	☐
	Retreat Facilitators	☐	☐	☐	☐
	Retreat Consultant, Kathleen Osta	☐	☐	☐	☐

Comments:

To what degree did the retreat achieve the following:

3.	Increased your contact and communication with colleagues from your subject area(s).	☐	☐	☐	☐
4.	Enabled you to meet colleagues you didn't know/see often?	☐	☐	☐	☐
5.	Gave you some new ideas and/or reinforced some things you already do?	☐	☐	☐	☐
6.	Provided time for developing future planning strategies.	☐	☐	☐	☐

Comments; on #3-#6

7. Specifically, how did you benefit from the retreat? If you didn't benefit, explain why not.

8. What should have been done differently?

9. Should a retreat be repeated? If so, how frequently?
   - ☐ Every year
   - ☐ Every two years
   - ☐ Every three years
   - ☐ Other (explain) _____
   - ☐ Never (explain) _____

RECOMMENDATIONS FOR FUTURE CONFERENCE PLANNING
(a combined CCC HE/ECE Conference has been recommended for 1991-92. Please list your suggestions which will help the HEPDC with planning.) Thanks!

Length of Conference
- ☐ Repeat 2-1/2 day
- ☐ Shorten to 2 day
- ☐ Shorten to 1 day

Timing
- ☐ Fall, month
- ☐ Spring, month

Content	Very Important	Of Some Importance	Of No Importance
Pre/Post Conference Workshops	☐	☐	☐
Subject Matter Sessions	☐	☐	☐
Tours	☐	☐	☐
General Sessions	☐	☐	☐

Please list any topics/issues/trends which you recommend ; speakers or resources

Location:
- ☐ Airport location is important
- ☐ Consider retreat setting
- ☐ Check into the following site

Please list site by name, location & contact person if known)

If there is not a grant to support conferences and workshops, how much are you willing to pay for registration fees (not including housing)?

☐ $100/day ☐ $200/day ☐ Other

Other Comments & Suggestions:

If you would like to serve on the Home Economics Professional Development Committee or Conference Planning Committee, please list your name, college and telephone below:

_____ Name _____ College (_____)_____ Telephone

Thanks for taking the time to complete this evaluation. Please leave it with the Evaluation Chairperson, Barbara Macci before leaving the retreat. Thanks!

HOME ECONOMICS RETREAT PARTICIPANTS FORM
April 7-9, 1991 – Granlibakken Conference Center

Please help us by providing the following information which the project is required to summarize for the state. Thanks!

_____ _____

Name Title

_____

College or District Address City Zip

Position: (Check one)
____ Administrator
____ Instructor
____ Coordinator
____ Other, Please specify
_____

Ethnicity:
____ American Indian
____ Black
____ Hispanic
____ Asian
____ White & All Others

Level:
____ Community College
____ 4 Year College
____ District Office
____ Other, Please specify
_____

_____ Female _____ Male

Please indicate whether your college/school/agency is located in a community which is:
____ Urban ____ Suburban ____ Rural

wp 2.2.4-90

LEADERSHIP 2000

Highlights of Day One
Sunday, April 7, 1991

Kathleen Osta began her program discussing our "Industrial" transition to the "Information" age. People need to become "Change Hearty" and avoid the "state of overwhelm." We are living the Future Shock.

Traditionally, society has operated on the pyramid system. Information flows from the top down. Decision making stays at the top. This provides individuals with stability, but little flexibility. We are orchestrated to the comfortable option to blame up.

. . . say a good good bye to the past to say a good hello to the future . . . .

Kathleen proposes that change is most effective with circle management which connects through cooperating work teams. We must learn to "hear" and "feel", to solve problems. The decision making is more evenly distributed and we become a jazz ensemble. Companies and individuals will excel and multi-talented individuals will be able to display their talents.

The Transition Curve that Kathleen utilized allows all of us to visualize how we deal with changes. We deny, we blame, we complain, we explore, we complain again, we develop new energies and finally, we commit. The need to avoid the "Tarzan Swing" requires that we acknowledge each individual's need to follow the pattern of change.

To become "Change Hardy" as Kathleen explains, "We need to master the 4 C's - Commitment, Challenge, Control and Connection and possibly a fifth 'C' Communication." Then we strive to get beyond our "limiting beliefs". Kathleen challenged us to develop empowering beliefs that enable us to move toward change.

Mini Grants for CHE Funds . . . . A Welcome Opportunity . . . .

Kim Perry gave an overview in clear terms of what the community colleges will face in applying for Subpart III B CHE funds under the 1991 Carl Perkins Vocational Education Act. 40 -50 colleges will receive no less than $5,000 and no more than $15,000 in funding.

What's Ahead . . .

Monday is sharing of Innovations, Problems, Solutions, the Extra-ordinary. . . but good . . . Bring your 75 copies of Problems & Innovations Papers to the 9:00 a.m. session, <u>if you haven't already.</u>

These grants will need to meet specific objectives. Reasons for competitive bids for these funds are: 1). 12 - 15% of funds now received are returned unused; 2). these funds are being inappropriately used; and 3). to offset the feeling that a "piddley" amount of money is not worth the time and effort to utilize.

The proposals will be evaluated by a group of community college peers. Approximately 10 teams of 5 people each will read and rank the proposals. Proposals do not have to necessarily "reinvent the wheel" but primarily expand or continue what we are already doing well.

Editorial Corner

Kathleen Osta: "They (meaning the retreat participants) don't have a clue how good their work is already."

Specific people have been designated to do mini interviews of retreat participants. Do not be surprised if you are asked to be interviewed.

For merely a 4 page proposal you can apply for up to **$15,000** in funding under the III B area. Be sure to check out the information Kim handed out. Lord knows, none of us need to lose any more funds than we already have!

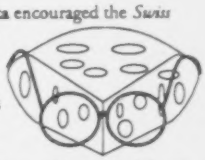
Highlights of Day Two
Monday, April 8, 1991

Individual Feelings and Expressions

Bravado!! These *people* (Retreat Participants) love teaching, are anxious for new innovations and seem to find it easier to incorporate new ideas into their already busy lives.

A CONTINUUM OF GROWTH AND DEVELOPMENT was orchestrated for you by your Home Economics Professional Development Committee. 1989 **Partnerships: Teaming Up To Succeed** focused on developing collaborative alliances. **Leadership 2000** is helping you meet the **challenges of change**.

Kathleen Osta encouraged the *Swiss Cheese Vision* – leave some holes for other people's input. **Bea Smith,** keynoter for Partnerships, talked about the *Swiss Cheese* approach to problem solving... a nibble here... a nibble there and soon the problem is resolved.



"Remembering the Future", discussed by Kathleen, utilized "guided imagery". We learned how to create our own *personal vision.*
New Motivators are: **Validation, Information and Participation**

Leverage Sponsorship

1. Sponsor authorizes initiator to implement change
2. Initiator promotes the change to the partners
   if partner does not respond, then ...
3. Initiator recruits sponsor's direct support.

TODAY SHOW

Focus . . . **You &**
Why You Came
What you want to do
Action Plan
Results

Highlights from Innovations and Problems

- Increase student's awareness of gender stereotyping through classroom activities.
- Values clarification activities to put students in touch with own values.
- Program's success depends on marketing.
- Marketing makes programs stronger.
- Students need *"individual"* attention.
- Students need to know what a program offers, is offering and has offered through success stories.
- If we do not collaborate with other disciplines and programs, in times of scarce resources, we're dead.
- Territory and identity issues limit growth and development.
- From topics to problems, we need to explore ideas to help students soar in basic life skills.
- Innovations can and should be fun.
- Going to class should be like... *Going to a party.*
- Although support of upper level management is a concern for some, it was believed by all that appreciation and recognition was what was really needed.
- Mutual appreciation should be expressed.
- Telling ourselves and others how well we are doing is vital.
- Every problem has a solution.
- Visibility is critical - on and off campus.

Retreat participants received copies of Innovation and Problem papers. If you have a special interest, contact the person either here or at their college/university.

Fireside

Some of you planned on seeing the local sites Monday evening, but rather, you chose to explore state-wide issues and concerns. **FIRESIDE** began with a sharing session. Each leader reported on issues ranging from severe budget cuts at the CSU system and its impact on community colleges, promotion ideas, and how to deal with difficult people, then continued by highlighting innovations for all of us to use soon.

Editorial Corner

The success of the newsletter could not have been accomplished without the help of Carol Thomas, Cathie Robertson, Lucille Milani, Paula René, Hazel Hill, Barbara Macci, Diane Bowers, Margie Chitwood, Barbara Gershman, Shirley McGillicuddy and other retreat reporters.

Kathleen's Reference Books

The Change Masters
When Giants Learn to Dance
by Rosabeth Moss Kanter

Six Hat Thinking
by Edward De Bono

Winning Through Participation
by Laura Spencer

Take This Job and Love It
Managing Organizational Change
Organizing Personal Change
by Cynthia Scott and Dennis Jaffe
published by Crisp Publications

Topic - Grieving and Terminal Illness
by Elizabeth Kubler Ross

Retreat participants represent 24 community colleges, the COCCC and CSU Chico.

Congratulations to the four Innovative Programs recognized for serving special populations through Home Economics!

Highlights of Granlibakken April 7–9, 1991

Kudos Due

The leadership team was exemplary! You set the tone for positive exchange, trust and growth. Each of you contributed and passed the leadership baton to the participants. Thanks to facilitators for Problem/Innovation groups Carol, Cathie, Lucille, Hazel, Emilie, Diane, Barbara G. and Barbara M., Paula, Rick; grunt workers Diane and Barbara; editor Rick and his cubbettes; innovation recognition displays - Paula and summaries - Barbara G.; evaluation Barbara M.; for generating topics - Cathie and Marilyn; resource table - Diane; Fireside Chat - Kim and Monday night coordinators; to Kathleen for blending the right mix of Carefrontation from the *Heart* and helping to make the process *Work*. And, most especially to Margie for her *Swiss Cheese Vision* and leadership which encouraged the committee to be risk takers. Kudos for every member of the Granlibakken staff who dedicated themselves to making our stay gracious, friendly and comfortable.

Everything was right in the heaven, too. God provided crisp, beautiful, sunshining days; starry nights and spacious blue skies.

Special Appreciation to HEPDC
Members who are completing their years of service
Marilyn Ambrose • Rick Ida • Carol Thomas
You will be missed!

What the Participants Had To Say

45 evaluation were completed. 45 interviews were conducted. Some capsules of comments

About the content and format ...

"Excellent packets and daily review sheets! Very well coordinated. Loved the casual dress, too."

"I was very pleased with the entire format. It was very fast paced but I understand it was necessary in order to keep the retreat under 2 days."

"One more step in my growth as a 'great teacher'."

"This 2 day retreat was precisely what I needed to bring my professional goals into closer focus."

"Best aspect was the format -"

"Problems/Innovations/Facilitation - circular leadership in action."

"I am going home with a renewed enthusiasm."

"Loved the fireside chat, nonastounding teaching devises/techniques! Continue this theme at future conferences - a time to share."

"It moved. It was never boring. I'm tired BUT refreshed."

"The homework by the planning committee was very evident. It moved. It was never boring. I'm tired BUT refreshed. I wish I had had time to get out to the lake but I wouldn't miss a minute with my colleagues."

"Pep in my step. Ideas in my head and deep desire for solitude."

"Problems and Innovations. Loved the preconference preparation."

"I got a lot of great ideas now I need to put them to work."

"Gained information I otherwise would not have had access to - from professionals in the field. Revitalized feeling."

"Days were very full. I was numb by dinner time."

About Kathleen ...

"Kathleen was a good match for our group - gentle, soft, not preachy. Materials were so professional, makes me proud of our profession." "Well organized conference. Kathleen Osta was remarkable."

About the site ...

"Food and service were fabulous - I would love to come back here."

"Wow! wonderful, could not have been nicer." "Staff at Granlibakken was super. The service was excellent!"

On the Down Side ...

Days were long and tiring. 9 p.m. sessions were exhausting. Premium of free time to reflect, enjoy Tahoe and exercise was disappointing.

Editors Comment

John and I feel humble gratitude for your appreciation, respect and support. To paraphrase Kathleen ... You don't even know how great you really are!

F

LEADERSHIP 2000

In consideration of:

- Completion of the California Community College Home Economics Retreat April 7–9, 1991, Granlibakken Conference Center, Lake Tahoe
- The focus on adapting to change and developing an action plan and strategies for the future

As a leader in Community College Home Economics and/or a related subject area, I commit to taking the following action:

_____

_____

_____

_____

commencing _____, 1991.

Upon completion of this contract, I agree to initiate steps to influence other necessary changes which will keep my program/department in a leadership position.

signed _____

date _____

witness _____

witness _____

G

LEADERSHIP 2000

California Community College Home Economics Retreat
Certificate of Completion

Presented to

For Significant Contribution
To Strategic Planning for the Future

April 7 — 9, 1991

presented by the
Home Economics Professional Development Committee
and
Chancellor's Office, California Community Colleges

Marjorie Chitwood
Chairperson
HEPDC

Dr. Patricia Stanley
Dean, Vocational Education
COCCC

SPONSOR: The Consumer Home Economics & Home Economics Occupations Inservice Project is sponsored through a grant awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges. This project is supported by VEA funds (Title III, Part B).

H

PARTICIPANT SUMMARY & DEMOGRAPHICS

In accord with state requirements for Consumer & Homemaking Education & Occupational Home Economics Instructors project inservice activities, a Participant Form was placed with each participant at the Granlibakken retreat. Attendance lists indicate by institution and name the number of participants who did and did not complete Participant Forms. In some instances, lists do not include presenters/panelists, host college representatives and others who were involved. Data collected has been synthesized into the state required report which follows.

Title of Project:	Inservice Activities for Consumer & Homemaking Education & Occupational Home Economics Instructors
Project Number:	89-0685
Project Director:	Marjorie Chitwood, Coordinator, Home Economics, Mt. San Antonio College; Subcontractor: Shirley McGillicuddy, Shirley McGillicuddy & Associates
Workshop Title:	Home Economics Retreat
Workshop Date:	April 7-9, 1991
Workshop Location:	Granlibakken Conference Center, Lake Tahoe, California

LEADERSHIP 2000

Date April 11, 1991

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Home Economics Retreat
Workshop location Granlibakken Conference Center
Workshop Date April 7-9, 1991

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0		0	0	0	1	0	0	7	0	1	0	0	9
INSTRUCTOR	0	0	0	1		0	1		0	0	0	28	0	0	0	0	30
COORDINATOR	0	0	0	0	0	0	0	0	0	1	0	4	0	0	0	0	5
OTHER/UNKNOWN	0	0	0	0		0	0	0	0	0	0	1	0	0	0	0	1

Total Number of Respondants 45

Question #8 Level:

Community College	42
4 Year College	1
High School	0
District Office	0
Other	2
	45

Question #9: Community

Urban	9
Suburban	21
Rural	14
Unknown	1
Total	45

Question #10:
Educational Agencies Represented & Number:

Community Colleges

ALLAN HANCOCK COLLEGE	2
ANTELOPE VALLEY COLLEGE	3
BUTTE COLLEGE	1
CITY COLLEGE OF SAN FRANCISCO	1
CSU, CHICO	1
DIABLO VALLEY COLLEGE	1
FRESNO CITY COLLEGE	1
FULLERTON COLLEGE	1
GROSSMONT COLLEGE	4
IMPERIAL VALLEY COLLEGE	1
MERCED COLLEGE	2
MODESTO JUNIOR COLLEGE	1
MONTEREY PENINSULA COLLEGE	2
MT. SAN ANTONIO COLLEGE	5
OXNARD COLLEGE	1
REDWOODS, COLLEGE OF THE	1
SADDLEBACK COLLEGE	4
SAN DIEGO CCD	1
SAN DIEGO CCD CONT. ED.	1
SAN JOAQUIN DELTA COLLEGE	4
SHASTA COLLEGE	3
SIERRA COLLEGE	2
VICTOR VALLEY COLLEGE	1
YUBA COLLEGE	1
Total Number of Colleges	23
Total Number of Universities	1

Participants Name List

Participants Name List
Home Economics Retreat
Granlibakken Conference Center
Workshop Date April 7-9, 1991

Participants Completing Forms by College/District/Agency (45)

ALLAN HANCOCK COLLEGE
- HAYES, EDDA M.
- VARNI, CANDIA

ANTELOPE VALLEY COLLEGE
- KELSO, MARY L.
- MINET, SELMA B.
- TIEDE, EVELYN

BUTTE COLLEGE
- CAVIS, LINDA

CITY COLLEGE OF SAN FRANCISCO
- MULLER-MOSELY, CLAIR

CSU, CHICO
- AMROSE, MARILYN

DIABLO VALLEY COLLEGE
- IDA, RICK

FRESNO CITY COLLEGE
- STONE, CAROL

FULLERTON COLLEGE
- TITUS, KAREN

GROSSMONT COLLEGE
- DALUISO, ANN
- DUGGAN-ZOUHAR, EMILIE
- HUBBARD, MARY
- ROBERTSON, CATHIE

IMPERIAL VALLEY COLLEGE
- MACCI, BARBARA

MERCED COLLEGE
- ACHESON, DONNA
- MILANI, LUCILLE

MODESTO JUNIOR COLLEGE
- LEAR, CAMMIE
- BOWER, DIANE
- NELSON, MARY

MT. SAN ANTONIO COLLEGE
- CHITWOOD, MARGIE
- COHN, JEAN
- KOUKOL, LAURIE
- RENE, PAULA
- ROBERTSON, ISEABEL

OXNARD COLLEGE
- LUPTON, JERI

REDWOODS, COLLEGE OF THE
- WOLD, CRISTINA

SADDLEBACK COLLEGE
- GERSHMAN, BARBARA
- GRITTON, MARGARET
- JACOBSON, RUTH
- KESSLER, NANCY

SAN DIEGO CCD
- CHEESEMAN, WILLIAM (BILL)

SAN DIEGO CCD CONT. ED.
- HOWE, MARJORIE

SAN JOAQUIN DELTA COLLEGE
HILL, HAZEL M.
LATIMER, MARGARET
RAY, JOAN
THOMAS, CAROL

SHASTA COLLEGE
BAILEY, TERRY
BOSWORTH, JOAN
RUPE, CAROL

SIERRA COLLEGE
HOGANS, ESTHER L.
KELLEY, ROSELENE

VICTOR VALLEY COLLEGE
ECCLESTON, JOANNE

YUBA COLLEGE
SIMS, KAY

Participants Not Completing Forms by College/District/Agency (4)

AMERICAN RIVER COLLEGE
MATICH, CAROL

ORANGE COAST COLLEGE
MOGAN, PAT

CHANCELLOR'S OFFICE CCC
PERRY, KIMBERLY

HEARTWORK GROUP
OSTA, KATHLEEN

Appendix I

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LEADERSHIP 2000

CCC Home Economics Retreat
April 7–9, 1991 • Granlibakken
Evaluation

Number of Respondents = 45

Area of Specialization:

10/22.2% Fashion
7/15.6% Interiors
6/13.3% Life Management
13/28.9% Life Span
12/26.7% Nutrition
3/6.7% Generalist

Primary Responsibility

31/68.9% Instructor
14/31.1% Coordinator

		Excellent	Good	OK	Unsatis.	N/R
1.	The Facilities (Overall)	36/80.0%	8/17.8%	0	0	1/2.2%
	Food	38/84.4%	6/13.3%	0	0	1/2.2%
	Lodging	32/71.1%	11/24/4%	1/2.2%	0	1/2.2%
	Atmosphere	40/88.9%	3/6.7%	1/2.2%	0	1/2.2%
2.	The Retreat (Overall)	39/86.7%	4/8.9%	0	0	2/4.4%
	Pre-retreat publicity	19/42/2%	16/35.6%	6/13.3%	1/2.2%	3/6.7%
	Information packets	33/73.3%	8/17.8%	2/4.4%	0	2/4.4%
	Retreat format	30/66.7%	11/24.4%	2/4.4%	0	2/4.4%
	Retreat Facilitators	37/82.2%	5/11.1%	0	0	3/6.7%
	Retreat Consultant, Kathleen Osta	36/80.0%	7/15.6%	0	0	2/4.4%

To what degree did the retreat achieve the following:

3.	Increased your contact and communication with colleagues from your subject area(s).	31/68.9%	13/28.9%	1/2.2%	0	0
4.	Enabled you to meet colleagues you didn't know/see often?	36/80.0%	9/20.0%	0	0	0
5.	Gave you some new ideas and/or reinforced some things you already do?	39/86.7%	6/13.3%	0	0	0
6.	Provided time for developing future planning strategies.	25/55.6%	13/28.9%	5/11.1%	1/2.2%	1/2.2%

9. **Should a retreat be repeated? If so, how frequently?**
   13/28.9% Every year
   20/44.4% Every two years
   10/22.2% Every three years
   2/4.4% Every four years

COMMENTS ON QUESTION #9:

- Everyone can't go every year – but they still won't go every 2 or 3. So just keep planning great conferences and those of us lucky enough to visit will benefit.
- Every 2 years and possibly tour conferences on the off years.

- Would like a tours/subject matter conference at least every other year.
- Conference every year but retreat every other year. I like having CHEA and CHE together (back to back). This then is only one air flight.
- Every 2-3 years with different people for us again.
- Depends on topics.
- When in crisis or every 3 years at latest.
- I enjoyed the retreat but we left many colleagues behind – that concerns me.
- I love retreats and go often to one kind or another. Retreat formats are threatening to some who are afraid they might have to share; therefore every other year might be wise. Also, we need some updating from pros once in a while to keep us going.
- Budget and need for other conferences would not permit more (every 2 years).

RECOMMENDATIONS FOR FUTURE CONFERENCE PLANNING
(a combined CCC HE/ECE Conference has been recommended for 1991-92. Please list your suggestions which will help the HEPDC with planning.)

Length of Conference
35/77.8% Repeat 2-1/2 day
6/13.3% Shorten to 2 day
3/6.7% 3 days
1/2.2% 3-1/2 days

Timing 17/37.8% FALL 7/15.6% Oct. 3/6.7% Nov. 2/4.4% Sep.
29/64.4% SPRING 2/4.4% Feb. 4/8.9% Mar. 11/24.4% Apr. 1/2.2% May

Content	Very Important	Of Some Importance	Of No Importance	N/R
Pre/Post Conference Workshops	6/13.3%	24/53.3%	7/15.6%	8/17.8%
Subject Matter Sessions	39/86.7%	3/6.7%	0	3/6.7%
Tours	14/31.1%	14/31.1%	9/20.0%	8/17.8%
General Sessions	35/77.85	6/13.3%	0	4/8.9%

Location:
19/42.2% Airport location is important
28/62.2% Consider retreat setting

If there is not a grant to support conferences and workshops, how much are you willing to pay for registration fees (not including housing)?

33/73.3% **$100/day** 3/6.7% **$200/day** 3/6.7% **Other*** 6/13.3% **No Response**

***Other Comments Included:** More if necessary; Cost is always a factor for those of us who pay our own way; I had to pay my own way – $100/day for everything is what I could afford including housing; $125–Let's look at funding sources, however; Needs to be reasonable so more people can afford it; I am uncertain as to what amount I'll be able to afford in the future, my finances are tenuous due to my personal living circumstances, divorce; $100 + housing could be an unaffordable expense for many; $100/day or less; If no funding available, can't do longer retreat, $ would be too much; $200 maybe, including food, then could pay $100 registration.

COMMENTS:
Question #1:
- Food and service were fabulous – I would love to come back here.
- Love the resort concept. We need physical relief from the mental intensity so physical activities must

be available and time must be allowed to avail ourselves of them.
- Wow, wonderful, could not have been nicer.
- Staff at Granlibakken was super, the service was excellent!
- Dining room staff very pleasant and accommodating.
- I loved it!
- No room for luggage, too tight rooms, Lake meeting room dark & dreary and enclosed. Why not use room next to it with a window? I would have preferred more connection with lovely mountain environment. We could have been in any meeting room anywhere.

Question #2:
- Would be excellent if only we had a little more time! I was looking forward to a "retreat" from the everyday push-and-rush, and there was not enough time to relax as well as learn.
- Kathleen was a good match for our group – gentle, soft, not preachy. Materials were so professional, makes me proud of our profession.
- I appreciated her (Kathleen Osta's) straight forward manner – participation throughout and encouragement to put concepts into action! Needed more time to enjoy the environment, setting, physical activity time!
- This is an extremely hard working, stressed group. We need to care for ourselves more and model wellness and balance. The schedule is too intense. If we go 'til 10:00 p.m. we need at least 2-1/2 hours off before dinner. The pace is symptomatic of our field.
- Tues. a.m. meeting was unsatisfactory.
- Osta could have related to HE little more, she spoke of business more than HE.
- K. Osta excellent – well prepared, knowledgeable.
- Days were very full. I was numb by dinner time.
- Would have liked Ms. Osta to have used "Home Ec" examples, customs, etc.
- There was so much information and inspiration! A thank you to all those on the planning committee.
- Insufficient time for digestion of each component – we needed walking breaks and perhaps time to write our perceptions & synthesis of what we had experienced after each part. A longer retreat?
- Please give more details about the agenda.
- For transportation reservations, I would like to have had beginning and ending times of conference.
- I wouldn't rank myself as excellent, but I thought the rest of you did a terrific job. I really enjoyed being a facilitator except for speaking in front of a large group.
- I felt so bad that we came all the way to Tahoe and were not given a chance to see it, for a tour, for some learning time (about our surroundings). That is a vital part of any conference. I would rather have 3 full days for the conference with more free time during the conference and at least one planned tour. Regarding pre-retreat publicity, we could not use staff development funds because they are given away in September.
- Time to learn about place, tour, and time to "wander."
- We would have appreciated more "agenda" information prior to signing up. Our decision to come was based upon incomplete information and "trust" and that was a little too abstract to justify.
- Tuesday morning planning for a party was superficial. It would have been better to plan for a conference or program.
- The "homework" by the planning committee was very evident. It moved. It was never boring. I'm tired BUT refreshed. I wish I had had time to get out to the lake but I wouldn't miss a minute with my colleagues.

Questions #3-6:
- Excellent packets and daily review sheets! Very well coordinated. Loved the casual dress, too.
- Not having to dress up removed some of the barriers we often experience–the atmosphere seemed more congenial than usual.
- Really felt good about the articulation.

- 3) renewed old acquaintances and met some very special new people. 6) Sunday night's problem solving session as well as innovation discussion really were so helpful.
- This is an excellent way to improve our professional networking system.
- I've never met so many people at a conference.
- Hardly enough time for future planning. Being selective in listening gave me a chance to classify the most useful information. No other time.
- Wonderful atmosphere for camaraderie. Not too much time for reflection, but we'll have that when we lave.
- Kathleen Osta is right – this group is made up great people.
- Too much time was too rigidly structured. No time to digest so much good food and good information results in overload and short circuits.

7. Specifically, how did you benefit from the retreat? If you didn't benefit, explain why not.

- Kathleen Osta's material was not brand new, but put in a new look, and presented well. Wanted more time w/colleagues as well, really get to know them.
- Positive suggestions for innovations, reinforcement that I'm on the right track, direction for the future, camaraderie, relaxation, weight gain? (not necessarily a benefit).
- Innovative ideas I can take back and use.
- The problem-solving approaches were quite helpful understanding where people might be in regard to change and how they might be given support.
- I got a lot of great ideas – Now I need to put them to work.
- Provided a critique of my plans for curriculum development in Fashion Merchandising. I had talk time to meet and talk w/schools of similar size and population base as well as programs who have slowly expanded programs. Got ideas on meeting the need for more classes in clothing construction in tight times. Increase lectures but keep one lab. Input on the best way to create a computer design lab. Ideas on helping admin. deal emotionally w/shared govenance.
- This was my first CCC Retreat/Conference, therefore I was able to meet many individuals who I had heard about or read about. I also feel better knowing there were mutual concerns. I learned many beneficial teaching techniques.
- Gained information I otherwise would not have had access to from professionals in the field. Revitalized feelings.
- The networking between colleges is just wonderful!
- Learned quite a bit. I feel I could contribute and did. Home Economics is one of the most basic areas in the community college; Yet, so dynamic and important to everyone.
- Great info – ideas for planning, initiating change. Facilities & staff outstanding.
- Organized thoughts.
- Specific in-classroom ideas. Info on mini-grants.
- One more step in my growth as a "great teacher."
- This 2-day retreat was precisely what I needed to bring my professional and personal goals into closer focus.
- Be aware of new areas where need info.
- Sense of renewal and hope for the future – and that we're already on the right track.
- Learned a great deal about change.
- Revival – I have felt rather drained lately; I am going home with a renewed enthusiasm. A sense of confidence in applying for the grant funding for next year. Some specific ways to resolve problems.
- Expand horizons! Loved every minute.
- Personally I have become so jaded and cynical at work that I will not be on a campus wide committee because of "samo, samo" and things take forever to get done. I use some group work in my classes and it always works great. The ideas and what was accomplished here was terrific. Group work, brainstorming, helping with ideas for other discussions-really works for adults too when the "rules" are followed. Plus we really care about our colleagues in HEC.

- Very stimulating! Time to evaluate, regroup – away from work and personal pressures. Loved the fireside chat, non-astounding teaching devices/techniques! Continue this theme at future conferences, a time to share.
- I felt enlightened with new strategies for dealing with problems and how to take action.
- Yes, I benefitted – wonderful exchange – please no more 9 p.m. meetings.
- Networking, creative ideas, preparation for change and a great deal of healing. Thanks.
- New ideas!
- Getting acquainted, sharing with colleagues.
- Great ideas to use in class, from testing to dealing with students.
- We have some very specific long-term goals because of the awareness about what is possible.
- Networking especially helpful, new ideas good, it will be helpful to apply some of the ideas.
- Recharged. Relaxed (not too rested BUT the break counts). New ideas from peers.
- Networking, problem solving, innovations.

8. **What should have been done differently?**
   - Allow some free time to visit, digest, integrate & be alone.
   - We need breaks BUT the meetings are so valuable that I don't want to miss. Breaks were right on schedule/sessions ended on time – YEA!
   - Late night sessions went a bit too late to be alert for. We should have had more breaks to enjoy the surroundings. Start earlier in the day so we could have had less time at the night and give time for another break. Schedule was too tight – more free time.
   - Only the pre-retreat publicity, needed more specifics.
   - Nothing – terrific retreat! I hope we continue to use this format.
   - Do not plan 9 p.m. meetings. Begin program early on Sunday.
   - Plan sessions to end earlier in the evening. Everyone is burned out by 9:00 p.m. and they really do not adequately absorb the valuable material being presented. Also there needs to be some free time to relax and have fun. Too tightly scheduled. "Problems" sessions should be subject area oriented for groups.
   - Have a looser schedule with more free time to mingle or select activities. Group "problem areas" together for discussion so can have more in depth discussions – possibly by subject matter.
   - Nothing.
   - I would like some walking or exercise time. Have the "innovations" as well as the "problems" in the subject content area.
   - Need some time to walk.
   - Weakest point was the Tuesday morning. Planning presentation, and it was OK. While I still teach and value teaching, I would have appreciated more emphasis on administrative concerns.
   - More breaks – not short 15-30 min. ones but longer 2-3 hour time blocks for personal introspection.
   - 9 p.m. programs were fairly stressful – we could have scheduled those sessions at a different time (at least the one on Monday night).
   - Understanding of participants for free time.
   - More break time, area is so beautiful, time to enjoy it during the day. Should have been scheduled.
   - Went very well, change little.
   - More leisure time.
   - Better inform participants about topics for Sat. Fireside Meeting. It really left me feeling flat after a day of very "uplifting and challenging" meetings.
   - A bit more free time/exercise or stretching during sessions.
   - I was really pleased with the entire format. It was very fast paced but I understand it was necessary in order to keep the retreat under 2 days.
   - Little more time for longer walks (break).
   - Too little time for relaxation and more informal sharing. Getting here was intense (9-1/2 hours) and then the conference was intense.

- Nothing, it was great.
- Very effective use of committee and a wonderful feeling of participation by everyone – I can see no better way to handle this type of retreat.
- Would have liked more time to interact with colleagues, especially those in my subject matter (more than one meeting, for we teach more than one subject). Also, can't we eat a dinner meal in peace?? Were having great interaction and conversation, and had to stop before we were through eating. This contributed to rushed feeling.

Comments Regarding Content:

- More time or Franklin System Time Management.
- Marketing – for our programs and how to develop a course outline for helping students developing marketing skills for themselves. We are not an ethnically diverse group – how can we address this issue? Can we join CCC-ECE Equity Network (Oct. Conf.)?
- Tours if in an area it would work – tours not needed in the Tahoe area, Tahoe a great place for the conference though.
- Stress on marketing.
- Specialist speaker in each specialty area.
- Specialist speaker in each subject matter – otherwise there could be too much HE (ECE).
- Nontraditional teaching ideas/evaluation of instruction. How to revitalize instruction – ongoing process at conferences. Acknowledge social trends.
- Time to mix – tours for attracting people. Marketing as a main topic.
- Environmental topics – nontraditional teaching – changes and ways of dealing with change – specialist speakers for each one of the subject/content areas.
- Tours related to subject areas.
- The great range in abilities of our students and dealing with that. Wellness for caring people in helping professions, working with others forging alliances with other disciplines, modeling collaboration.
- Important to share resources; instructional techniques; legislative and program issues – ways to manage programs and supervision of staff. It might be of value to continue and open up the coordinator chair section for those who are doing this unofficially and those who aspire to the role.
- I really appreciate subject matter area programs and (LA or SF usually) tours for updating at least every other year, then retreat format on the opposite year.

Location: Comments & Suggested Locations:

- Depends on the part of the state if I need it by an airport. Santa Barbara, Bass Lake, San Francisco or Napa area, Queen Anne Hotel in SF was nice.
- Napa Valley is a wonderful retreat site. San Francisco (Queen Anne Hotel) was wonderful for tours conference.
- Asilomar would also be fun.
- Bass Lake; Santa Barbara; San Francisco.
- Del Monte Hotel – Monterey?
- The site was excellent. Do establish a contact person in each geographic area and plan for car renting and cut down on cost of shuttle, or a small bus.
- Escalon? (Monterey Peninsula), Napa Valley.
- Asilomar, Granlibakken.
- Coronado Island, San Diego; Catalina Island, Avalon, CA.
- San Diego – Bill Cheeseman, meeting planner contact.
- Napa Valley or some other resort (we deserve to have a great conference).
- Napa Valley. San Francisco Bay Area – tours would be good there. Queen Anne Hotel was great

before.
- Fresno – mountains outside of; Palm Springs.

Other Comments & Suggestions:
- Kathleen, consider using more specific cartoons for the groups you are working with – not so generic.
- Your directions were very clear, Shirley and Marjorie did a great job, John was always ready to help. Thanks!
- Let's look a funding sources, however.
- Please – bigger names on name tags.
- Stress casual dress. Maybe a little more free time.
- Love the fresh fruit and veg. Best aspect was the format – Problems/Innovations facilitation – circular leadership in action.
- GT format is fantastic; would be even better second time when more understand process.
- Put the typed names on ID cards in even larger print!

CCC Home Economics Retreat 1991
Interview Schedule Results

Number of Respondents = 45

Specialization:

Fashion	10	22.2%
Food/Nutrition	9	20.0%
Child Development	4	8.9%
Interiors	4	8.9%
Life Mgmt.	3	6.7%
Family Life Ed.	3	6.7%
Lifespan	3	6.7%
Coordinator	2	4.4%
Clothing/Textiles	2	4.4%
Mix	2	4.4%
Voc. Ed. Specialist	2	4.4%
Aging	1	2.2%

Reaction:

Positive	44	97.8%
Neutral	1	2.2%
Negative	0	0.0%

COMMENTS:

- Food was great, content good.
- Not always new information – intermingling of people.
- Setting terrific, content relevant.
- Enthusiastic participants, effective time usage. Had fun.
- Organization, facilities excellent, food good. Atmosphere and people wonderful. Speaker excellent.
- Well run, facilitator has done her job. Issues discussed have been pertinent.
- Very well organized, very informative.
- Very informative, very sensitive to needs of participants. Productive, needs met, challenging.
- Chance to network, regroup, gain new perspectives, but enthusiasm is dampened by lack of opportunity to enjoy setting.
- Kept us on time and enlightened.
- Discussed issues with others who had similar concerns and innovations.
- Pep in my step, ideas in my head, and deep desire for solitude.
- Been through this before.
- Renewing.

- Feel good.
- Had help solving problem.
- Got some great ideas.
- Well organized, activities appropriate and information was timely and applicable.
- Learned a great deal from the presenter regarding change – liked the way the days were handled.
- Great theme and focus.
- Atmosphere conducive to "pleasant" work.
- Loved meeting with so many colleagues.
- Fun but productive.
- Liked networking, hearing new ideas, getting away from other influences, the setting.
- Liked sharing innovative ideas – even simple ones, networking with colleagues from other schools. However, sessions ran too late in evening to be alert and absorb information adequately. Should have been time to have fun together to enjoy natural surrounding environment more.
- Conference more than met my expectations. Liked the G.T. format (had attended 2 others previously).
- Setting, atmosphere, food, and the sharing.
- Positive networking, positive support from experienced professionals.
- Everything very positive – ideas from "innovative groups" were great. Problems, several ways to solve.
- Excellent opportunity for interaction in small groups and the setting was lovely.
- Finally a time to talk to these wonderful people who are such givers – girls just want to have fun.
- Well planned and coordinated – information was great, very useful.
- Content and surroundings. Small groups with time to talk is great.
- Stimulated; anxious to share ideas with colleagues.
- Networking so beneficial. Such good ideas, very exciting.
- Problems and innovations. Loved the pre-conference preparation.
- Well-organized conference. Kathleen Osta was remarkable.
- Better than anticipated – small groups most valuable.
- Got a lot for specific use in class – good answers to problems, networking excellent.
- Excellent speaker, warm, personable, enthusiastic – loved sharing innovations and problems.
- Very motivational; excellent networking opportunities.
- I liked meeting with great people – Kathleen's presentation was great.
- Very relaxed atmosphere, lot of new ideas.
- Received input on my problem areas.
- Nice mix of people and colleges represented – useful innovative ideas.

LEADERSHIP 2000

CCC Home Economics Retreat
Granlibakken
April 7-9, 1991

The following persons offered to serve on the HEPDC or Conference Planning Committee:

Karen Titus	Fullerton College	(714) 992-7308
Jeri Lupton	Oxnard College	(805) 986-5801
Kay Sims	Yuba College	(916) 741-6936
Cristina Wold	College of the Redwoods	(707) 822-0684
Ruth Jacobson	Saddleback College	(714) 582-4949
Emilie Duggan-Zouhar	Grossmont College	
Pat Morgan	Orange Coast College	(714) 432-5756
Joan Ray (Depends on commitments at time)	San Joaquin Delta	(709) 477-0739
Claire Muller-Moseley	City College of San Francisco	(415) 239-3588
Marjorie Howe	San Diego CCD	(619) 230-2150
Bill Cheeseman	San Diego CCD	(619) 584-6568
Hazel Hill	San Joaquin Delta College	(209) 474-5516

COMPENDIUM

DECEMBER 1990

A newsletter of home economics issues and trends for California community colleges

STATEWIDE ADVISORY COMMITTEE REPRESENTS INDUSTY & EDUCATION

The California Community College Chancellor's Office has again funded the Statewide Advisory Committee to give guidance to the profession. Sandy Bucknell, an instructor of Child Development and Family Life who is on sabbatical this year form Modesto Junior College, is the Project Director for the committee.

The committee is composed of five community college staff representing the five content areas. These members are Margie Chitwood-Burri, Mt. San Antonio College, Interiors; Eloise Cantrell, Los Angeles Mission College, Life Management; Rick Ida, Diablo Valley College, Lifespan; Cristina Wold, College of the Redwoods, Food/Nutrition and Karen Conrad, Rancho Santiago College, Fashion.

The Committee includes representatives from business and industry for each of the five areas. They are: Judith Rand, Judith Rand Interiors in Orange, Interiors; Nancy Dolton, formerly with the Clorox Company, past President of AHEA and owner of Quail Run Care in Lone, Life Management; Kathy Uhrich, employer services specialist, Child Care Coordinating Council of San Mateo, Lifespan; Nelson Puma-Velasco, Director of Food and Beverage at the Marriott Hotel in Warner Center, Woodland Hills, Food/ Nutrition and Reva Johnson, a former home economics educator and now Director of Advertising, House of Fabrics in Long Beach, Fashion. Johnson is the committee chairperson.

Completing the committee are Dr. Pat Stanley, formerly with the COCCC and now the Department Chairperson, Family Studies and Consumer Sciences at CSU Los Angeles representing the state universities. The Community College Vocational Deans representative is Dr. Paulette Perfumo-Kreiss, Sierra College. She, too, was a former specialist representing home economics in the COCCC. Janice DeBenedetti Home Economics Director represents the State Department of Education. Kim Perry, Specialist, COCCC who is working with home economics, is an ex-officio member of the committee.

The committee met in San Francisco in October, 1990. The committee major function is to do forward thinking and to recommend to the Chancellor's Office ideas for priority projects for future funding. The Committee will meet February 25 at the Newport Marriott and welcomes your input. The committee is currently funded through 1992.

Sandy Bucknell
Modesto Junior College

SPRING INSERVICE RETREAT AT LAKE TAHOE

With this issue of the *COMPENDIUM*, Mt. San Antonio College and Shirley McGillicuddy and Associates become the publishers as part of the inservice grant received by Mt. SAC.

The grant will also fund a statewide meeting of Home Economics instructions and interested related people. The emphasis of the meeting will be on preparing for **change** in the upcoming years. Change can be invigorating and fresh. And we, in home economics programs, need to be ready to challenge change and be at the forefront once again in making home economics a leader in curriculum and educational programs and services in California community colleges.

April Retreat

Our meeting is planned as a retreat at Granlibakken Conference Center in beautiful north Lake Tahoe. It is scheduled for April 7, 8, and 9, 1991, which are dates you should mark on your calendar **NOW.** The format of the retreat will be patterned after GREAT TEACHERS, which allows participants opportunities to discuss issues which are personally pertinent. The activities will begin at 5 p.m. on Sunday evening continuing through lunch on Tuesday. A facilitator will work with us, keeping us challenged and encouraging us to develop action plans prior to the end of the retreat.

The Home Economics Professional Development Committee is the advisory committee for this project and is actively involved in promoting retreat attendance. Committee members are listed on page 2. Our goal is to have representation from every community college offering any phase of home economics curriculum. You will be hearing from a member of this committee who will encourage your college's participation. Preregistration is a must, as retreat participants will be asked to do some preparatory work enabling each hour during the retreat to be utilized to it's maximum.

continued on page 2

BEST COPY AVAILABLE

RETREAT AT LAKE TAHOE
continued from page 1

Program Recognition

Recognition this year will be given to innovative programs using CHE monies. We encourage all of you to look at what your programs are offering in the areas of outreach, nontraditional students, and special student populations, and complete the application form included in this newsletter. Give yourself credit for the wonderful things you are doing. The program selected in each of the areas will be formally recognized Monday evening during the retreat.

This is just a sampling of what is being planned for you at Granlibakken. It should be fast paced and a worthwhile retreat. The Granlibakken facility is also offering some pre and post retreat packages which might help in allowing a mini personal retreat! Look for details in this and the next issue of *COMPENDIUM*.

One last note. You have monies on your campus to fund your attendance. Explore your CHE funds as well as the staff development funds from AB1725. This type of meeting, sponsored by the California Community Colleges Chancellor's Office, is an appropriate use of the funds.

See you in April at Granlibakken!

Margie Chitwood, Chairperson,
Mt. San Antonio College
Home Economics Professional
Development Committee

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Advisory Committee Members are your conduit for communication.
Go to the source ...
Use the Resource

Model Programs Showcased

The California Community Colleges Chancellor's Office contracted with Sierra College to conduct a survey of how the community colleges are using their Consumer Homemaking Education (CHE) funds, as described in Title III Part B of the Carl Perkins Vocational Education Act. The study also identified and showcased model CHE program efforts. The report of the findings has recently been disseminated to all California community colleges.

Five model CHE programs were identified. A common theme which ran through these models was that they endeavored to reach out to the community and serve a target population that might not be served through more traditional college courses and structures. The five model programs are:

Chaffey College: Strengthening Parents in Low-Income Communities The program provides parents information on a one-to-one basis in participants' homes..

Fresno City College: Community Workshops The college offers a series of workshops on nutrition and parenting to community groups.

continued on page 3

What's In A Name? According to Student Survey... A Lot!

We would rather explain what the title "Human Environmental Sciences" is, than defend what the stereotype of Home Economics is not.

This article briefly relates the process and rationale for name revision in the California State University (CSU) system and the trend nationwide.

Of 308 higher eduction units listed with the American Home Economics Association, as of January 1990, there were 78 different titles, including Home Economics as one. The reason for name revision is straight forward: The overwhelming preponderance of graduates enter positions in business, government and industry. Their academic programs are rigorous, relevant and quite specialized. They find that the Home Economics title projects a very limited and frequently erroneous image of their preparation. Graduates are frustrated by having to counteract perceptions of their academic roots in the employment market and in other important life avenues.

The revised name of Human Environmental Sciences builds on a proud and glorious past and positions us to move strongly into the future. The CSU campuses have closely watched the experiences of counterparts across the country and have profited from their observations as they have changed names. Administrators report increasing student numbers, male enrollment increases, enhanced corporate support and greater student and alumni satisfaction.

The National Council of Administrators in Home Economics wishes that all units might have selected the same new name, but that is not the case. Certain names, however, appear frequently, and Human Environmental Sciences is one of those. Human Environmental Sciences is a scienced-based program that deals with human beings in their environmental context. In its most comprehensive sense, it is the study of laws, conditions, principles and ideals which are concerned, on the one hand with humans' immediate physical environment, such as food, clothing and shelter, and on the other hand, with their nature as social beings and is a study especially of the relationship between these two factors.

The process began when the CSU Council of Administrators met at CSU Northridge in October 1988. They agreed that a straw poll should be taken at individual campuses for acceptance of the names Human Ecology, Human Environmental Sciences and Home Economics, based on consonance of terminology with mission and national trends.

In December 1988, a conference call originated from CSU Los Angeles. The shared results indicated a name revision was definitely preferred.

In February 1989, CSU campuses were represented at a New Orleans meeting. The outcome was standardized balloting procedures and selection of an election committee.

In March 1989, Marilyn Ambrose and Pat Stanley presented at the CA-HEA Conference on "Change or Retain the Name." Participants expressed strengths and concerns for each of the proposed names.

At the same time, a CSU Master's survey by Lida Wachniuk of 465 students enrolled in Home Economics courses at CSU Chico and 267 at CSU Northridge indicated 53.2% favored Human Environmental Sciences, 35.1% preferred Home Economics and 11.7% chose Human Ecology.

CSU Chico's name was formally approved beginning fall 1990. The other campuses are at various levels of discussion/approval/implementation. A similar process and title would be worth considering at the community college level statewide, especially since articulation of so many courses has already occurred and students would benefit. Given the proliferation of titles nationwide, California Higher Education programs at least would be in synch!

Marilyn Ambrose

Model Programs Showcased

continued from page 2

Modesto Junior College: The Bridge Program for Southeast Asians This program provides instruction and assistance to families residing at a local apartment complex.
Orange Coast College: Consumer Resource Center The program provides consumer information to students and the community on topics ranging from money management to nutrition
Saddleback College: Workshops for the Hispanic Community A series of six workshops is offered which expand participants' knowledge and help them live more economically.

In spite of these creative and exciting program efforts, there also existed confusion among the colleges regarding the intent of the CHE funds. Many colleges do not distinguish these funds as separate from their occupational training program funds. Colleges also lack information and guidance on how the admittedly small funding amounts can be used efficiently. The data strongly indicate the need for more leadership in terms of clarifying the purpose and intent of VEA III, B funds and in providing examples of how these funds might be used.

Laurie Harrison, Sierra College

Throughout this issue of COMPENDIUM, a variety of information appears to help you plan for the community college Home Economics Retreat at Granlibakken, Tahoe City, Lake Tahoe. Selected for its ambiance and ability to free minds and souls from structure and rigidity, the physical site is only the setting for the more vital and enervating interaction and strategizing which will take place.

LEADERSHIP 2000, the theme, is appropriate for the 90's, the crossroads and opportunities for community college home economics and related subject areas and the critical need to look at new student populations and changing delivery systems which are essential for the future. LEADERSHIP 2000 builds on the dynamics which developed at the statewide conference in October 1989 - PARTNERSHIPS: TEAMING UP TO SUCCEED.

Change is never comfortable. It has been said the only person who welcomes change is a "wet baby". Alvin Toffler, in a recent interview about POWERSHIFT, his new book which looks at who controls change, stated , ..."every generation sees what it thinks are big changes. But I believe no generation has witnessed so many simultaneously - changes that are interrelated and of a global nature. Our generation is in a revolutionary moment, full of surprise and upheaval." Toffler continued, "Today the gas pedal is pressed to the floor and changes come in leaps, not on a steady line. On many, many fronts, we're in for a couple of decades of rattling, shaking and reorganization."

In MEGATRENDS 2000, John Naisbitt and Patricia Aburdene address ten new directions for the 90's. Women are characterized as the leaders of the 90's because they have "established

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Infonet — Powerful Communications Tool

California Community College Home Economics and Early Childhood Educators and support professional organizations are now on the Infonet system. As I go to meetings across the state, I am finding that more or our colleagues are aware of the system. This is good, very good!

However, the Infonet system does not work by itself. In order for the system to work effectively for us, we must put it to use. This is **our** network. It is a service designed to help save us time in our communication with each other state wide. This powerful resource has no benefit unless we use it. If we ignore it, it will disappear and the profession will be the loser.

We need to shape the Network and help it grow.
If you are currently in a communication pattern with a colleague, do all you can to get the other person onto the network. This will enable you to conduct mutual business at an amazing savings in both $$'s and time.

The only cost once you are on the system is a daily (at the least expensive rate) call to Infonet. At that time you can **receive** and **send** all of your messages. Remember, the Infonet system never calls you, you call the system on a regular basis, then we can be in constant contact and not have the frustration of calling and hoping the receiver got the message. We do not have to wonder if this is a good time to call, because the receiver will get the message at their convenience.

For most inexpensive use, compose messages at the computer on a disc. Dial the system and transfer messages using the upload feature. Actual phone time is minimal . Down load incoming messages onto a disc for later review and/or printing after you sign off the line to save long distance time.

The system is amazingly simple to use.
Once your computer is set up and you know how to access the line, you can teach yourself by using the new manual that has been prepared especially for CHE. There is also a new video prepared especially for CCC CHE/ECE that shows how to use the system step-by-step. Both of these new resources have recently been sent to every community college campus by the Infonet grant at Modesto Junior College. To find out the name of the person who received the materials for your campus, call Kerri Visser on Infonet or at (209) 577-3796, the CHE Infonet Message phone and she will get back to you.

Inservice Training
Several small group inservice sessions are scheduled around the state during the next few months to enable new users to become familiar with the system. If you or someone you communicate with would like to attend a session, let Kerri know.

What comes next?
The Request for Applications for 1991-92 mailed by the COCCC December 7, 1990 include additional opportunities for Infonet inservice. The application deadline is February 1, 1991. The funding level is $75,516. This will insure that the system continues to become integrated into our professional lives. As time passes, the full potential of Infonet will become a reality.

Sandy Bucknell

VOCATIONAL EDUCATION SPECIAL PROJECT
CHE IN-SERVICE/
CURRICULUM DEVELOPMENT

$75,516 (VEA Title III, Part B) Includes CHE In-service activities, Statewide conference with CCCECE, InfoNet training, COMPENDIUM. Funding Ends: May 30, 1992. Project Application Due: February 1, 1991

REQUEST DETAILED INFORMATION FOR THIS & OTHER PROJECTS FROM YOUR VOCATIONAL EDUCATION DEAN

News from CA-HEA

Legislation

On the legislative front ... Governor Deukmajin signed a number of the bills that the Association has been following and vetoed some that were supported by CA-HEA.

Specialist Position

The decision of the Chancellor's Office, California Community Colleges not to fill the vacancy for the Home Economist Specialist has become an issue for the association to address. Included in this issue of Compendium is a copy of a letter sent to all colleges and universities advising them of the decision and suggesting strategies to initiate **NOW.**

CA-HEA is entertaining nominations for offices for the 1991-1993 term. Nominations include Vice-President of Programs (North), Secretary, Treasurer and Nominating Committee. For further information, contact Colleen Carr at Ohlone College.

Scholarships

Information and applications for state scholarships are in the mail and should have arrived at your colleges by the end of November. Please advise home economics majors of their availability and encourage students to apply. The Theodora Corey Scholarship ($500) is for undergraduate students. There are now four graduate scholarships available from the association. These include two $1,000 scholarships for general home economics and related areas and two $2,000 scholarships for majors in nutrition and allied fields. Scholarship recipients represent the future. The more we encourage student progress and development, the more we insure our own.

Videos Available

Community College Home Economics videos are available for distribution to interested colleges or groups for promotional materials or as inservice training for instructors. Marge Mann, Executive Secretary for CA-HEA, has a number of these videos ready for distribution. Including the "Home Economics Challenge," "Partnerships: Teaming Up to Succeed" featuring excerpts from Dr. Bea Smith's keynote presentation and interactive discussion with five California home economics leaders from the October 1989 CHE/ECE Ontario Conference and the May Teleconference on the Program Plan Update.

Videos can be checked out for one month free of charge by contacting **Marge at (916) 484-1709** or writing her at **2121 Mission Avenue, Carmichael, CA 95608**. Future information will be available on the purchase cost of some of these videos.

Carol Thomas

CA-HEA's 1991 Biennial Convention March 15-17, 1991 is to be held at the Pasadena Hilton and promises to be an exciting event for Home Economics professionals, students and all participants.

Special tours are scheduled for Friday, March 15 (for a small investment of $25) after an "Afternoon of Professional Development" sponsored by Home Economists in Business. This workshop is open to all registrants.

Saturday, March 16 Breakout Session will be Issues Oriented and featured topics and speakers include:

Legislative Issues – Joan Milke Flores, Los Angeles City Council member. **Home Economics and the Homeless** – Tori Reinis, Co-director, California State Coalition for the Homeless. **Healthy Kids, Healthy California** – Gail Frank, CSU Long Beach, Professor of Nutrition Director of Child Nutrition Program Management Center. **Access to Print Media** – Gwen Salley-Schoan, Fashion editor, Sacramento Bee. **Articulation Projects 2+2+2** – Patricia Stanley, CSULA Family Studies/Consumer Science Chair, Myra Craig-Evan, East San Gabriel Valley ROP and Betty Morse, CSU Long Beach Teacher Educator. **Services for the Third Age** – Mary Tholts, Coordinator of Senior Studies Program, Long Beach City College. **Artificial Intelligence** – Paul Watkins and Van O'Leary, USC professors.. **Polishing Your Professional Image** – Gail Florin, Author of computerized style analysis programs "Your Ideal Silhouette" and Built Yourself."

Sunday, March 17 Breakout Sessions are based on Subject Matter. Seek out those that fit your career and/or professional interests from among:

Toward a Healthier You , Costume Analysis Through Historical Paintings, Adaptive Housing and Food Trends of the 1990's .

According to Sophonia Shield students are needed to work as pages. A breakfast is also planned for student registrants. Meet peers, exchange ideas and information and Network with professionals.
For Registration Materials Contact:
Grace Vincenti
119 Via Lido Soud
Newport Beach, CA 92663
(714) 675-0475

Professionals earn PDU's and Continuing Education Credit.

Registration Packets have been mailed. Register early!

Sophonia Shield
CA-HEA Steering Committee

TIME FOR ACTION RUNNING OUT

Time is Running out !

"The troops need to get their act together!" urged Hazel Hill in a recent interview. Since the time of her letter, November 2, outlining action needed to encourage COCCC review of their decision to not hire a Consumer/Home Economics Specialist, Hill has received very few copies of letters. Hill serves as the CA-HEA representative on the Vocational Education Alliance Committee.

Community college home economics and related professionals should immediately mount an aggressive letter **writing** campaign. **Letters** supporting the reestablishment of the position should **come** from college pre**sidents**, deans of instruction and vocational education, board of trustee members, advisory committee members and students. In addition to Chancellor Mertes, Deputy Chancellor Burris and Vice-Chancellor for Economic Development & Vocational Education Leach, letters should be sent to the Board of Governors and legislators. Send copies of all letters to Hazel Hill, San Joaquin Delta College.

In writing, stress the leadership position of community college Consumer/Home Economics gained during past years with Pat Stanley and Dr. Paulette specialists Dr. Perfumo-Kreiss. Consumer/Home Economics became a trend setter for other vocational program and support service areas through the develop-ment of the Program Plan, the Peer Site Review Program, COMPENDIUM and staff development. Many areas have emulated these exemplary activities which have provided statewide guide-lines for achieving excellence. Cite too, Hill suggests, the many areas of critical need for solving home, family and societal problems through home economics instruction, contract education and out-reach programs and success stories from your own college.

Excerpts from the letter previously mailed to all Home Economics Coordinators/ Department Chairpersons are on this page. In parting, Hazel Hill pleads that this action top the list of your New Year's Resolutions. RESOLVE : To send letters no later than January 30.

CALIFORNIA HOME ECONOMICS ASSOCIATION

November 2, 1990

Dear Colleague:

The purpose of this letter is to bring you up-to-date on the status of the Specialist Positions in the Chancellor's Office. I am serving as the representative for California Home Economics Association on the Vocational Education Alliance Committee. The committee, which is composed of a representative from each of the professional vocational education organizations, strongly feels the Chancellor's Office must maintain specialist positions for each vocational area.

For several years, we were told the specialist for Home Economics position would be filled. Then we were told the Vocational Unit was being reorganized and none of the specialist positions were being replaced. Now, all vacant specialist positions, with the exception of Home Economics, are being filled. Kim Perry, Specialist for Agriculture Education, has also been assigned the responsibility for Home Economics.

Dr. Leach hasn't received requests to re-establish the Home Economics Specialist Position, instead he has been told that Home Economics Programs are experiencing declining enrollment, and in some colleges the programs are being absorbed by other programs.

It is time for you to tell the "world" of the importance of Home Economics. We must make it known that our profession deals effectively with family issues facing today's society, such as individual and family bankruptcy, child abuse, divorce rates, teenage pregnancies and health problems such as high blood pressure, heart disease and obesity. In addition we train personnel in all aspects of child care, food services, fashion and interior design industries.

Funding for the Home Economics Specialist Position comes from the Carl Perkins Act, and in the proposed reauthorization the funding level for Home Economics has not been reduced. The Chancellor's Office budget for 1991/92 has been submitted to the Department of Finance. The only way to reestablish the Home Economics Specialist Position for 1991-92 is through legislative action. Dr. Mertes, Dr. Leach, and the Board of Governors for California Community Colleges need to hear from you, your students, advisory committees, Vocational Education Dean and college President. They need to hear how important the Home Economics Specialist Position in the Chancellor's Office is to all California Community College Home Economics Programs. Your strong, positive voice can make a difference.

Sincerely,

Hazel Hill

Dr. Hazel Hill
California Home Economics Association

BEST COPY AVAILABLE

PEER SITE REVIEWS BENEFIT ALL

Mutual benefits were gained by all participants in the Peer Site Review process, according to Marilyn Ambrose who served as project manager for the Northern California Council of Higher Education based grant during 1989-90. Team members benefited through gaining first-hand knowledge of programs in other community college settings and interacting with peers. Review colleges gained through having colleagues provide neutral constructive feedback and support.

Five colleges requested Peer Site Review visits for fall of 1990. In preparation for the site visit, host colleges provided a variety of relevant documents for advance orientation of team members. The team visit included orientation; site tour and assessment of resources; data and information review; interviews with instructors, staff, administrators and students. Observations of classes, student/faculty interaction and support services, e.g. library/media center, placement, computer labs, etc. were essential elements.

Based on all activities and observations, team members drafted a preliminary report highlighting strengths and needs for improvement. The report was presented orally as an exit interview to faculty, staff and administration. Within a month following the site visit, the Team Leader, with input from the team members, prepared the written report and forwarded it to the college contact. The report addressed priorities in seven areas including the curriculum; program organization; resources; faculty diversity, commitment and involvement; student enrollments, demographics, retention and placements; the position of the program college-wide and in the community and goals and strategies for the future. Colleges visited, hosts and teams were as follows:

San Joaquin Delta: Dr. Hazel Hill, Host; Team: Dr. Marilyn Ambrose, CSU Chico, Leader; Barbara Grimm, Evergreen Valley; Gail Landis, HEIB; Dr. Ralph Morales, CSU Chico; Joan Waller, Canyons; members.

Imperial Valley: Dr. Barbara Macci, Host; Team: Roselene Kelley, Sierra, Leader; Berta Harris, San Diego City; Karen Lowe, San Diego Mesa; members.

Sierra: Roselene Kelley, Host; Team: Diane Smith, San Diego Mesa, Leader; Pat Silver, San Diego Mesa; Kay Sims, Yuba; Members.

Chaffey: Joanna Jones, Host; Team: Rick Ida, Diablo Valley, Leader; Gloria Guzman, Ranch Santiago; Dr. Barbara Macci, Imperial Valley; members.

Butte: Linda Cavis, Host; Team: Joan Blair, West Valley, Leader; Sandy Kirschenmann, Cosumnes River; Maureen Moscovitch, Solano; members.

Host colleges had the option to request review of the full program or specific program areas. Peer site review is an excellent vehicle for intensive program study which can lead to program improvement through the prioritization of needs for improvement and the identification of program strengths which can be capitalized upon.

COMPENDIUM is YOUR newsletter. Your news and views are important.
Please send information for February issue by January 20, 1991 to
COMPENDIUM, 671 Chaparral Road, Sierra Madre, CA 91024
Include: personal/professional news; developments, awards, etc. about your program/department; calendar dates; issues & trends in your subject area and other items.

HISTORY OF GRANLIBAKKEN

In the late 1920's the Tahoe City Ski Club constructed a ski jump in a quaint valley only one half mile from Fanny Bridge in Tahoe City. The ski jump was opened to the public and soon toboggan runs were developed in the same valley. Local residents and tourists were transported to and from the hill by a horse-drawn sleigh made available by the old Tahoe Tavern Resort. The ski area rapidly gained attention both for the challenge it presented and the beauty and solitude of the area.

The Olympic Committee selected the hill for the 1932 Olympic tryouts and later in 1952, it hosted the Junior Olympics. But it was a retired sea captain and renowned Norwegian ski jumper, Kjell Rustad, who recognized that jumping had limited appeal and the real future rested in recreational skiing. He wanted an interesting, sheltered hill with exceptional snow that was excellently located. "Rusty" selected for his site the quiet valley which he promptly named Granlibakken. Translated from Norwegian, "Granlibakken" means "a hill sheltered by fir trees".

The ski hill became popular because the valley provided skiers with the first opportunity to ski in the Fall and the last good skiing in the Spring. It was the "home" of the winter enthusiast.

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CALENDAR

January 10 - May 5	2 + 2 Model Project Workshops (ask Voc. Ed Dean)
January 20	COMPENDIUM Deadline
February 1	RFP/RFA Deadline, COCCC
March 7	Home Economics Retreat Registration Deadline
March 15-17	CA-HEA Convention, Pasadena Hilton
April 7-9	Home Economics Retreat, Granlibakken

GRANLIBAKKEN TODAY

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Granlibakken is a condominium complex and resort set back in its own private world a scenic valley of towering pines and red firs. Lodging, from deluxe bedrooms to decorator-appointed suites and townhouses complete with fireplaces and fully-equipped kitchens, cluster around Granlibakken's outstanding conference center. With its multi-purpose convention hall, smaller meeting rooms and dining facilities, Granlibakken is a perfect conference site for any group of up to 200 participants.

We reserve our restaurant and bar facilities exclusively for conferences and special group functions, which enables us to provide each group with a tailor-made package, adapted to meet its particular menu and schedule specifications. We can arrange anything from coffee breaks to cocktail parties.

The proximity of Reno's Cannon International Airport, only an hour's drive from Granlibakken via Interstate 80 is an additional advantage to our guests. The newly expanded airport is now serviced by most major domestic airlines and a host of car rental agencies. For full enjoyment of the many beautiful sights and activities around Lake Tahoe, and for maximum flexibility we highly recommend a car rental to our guests who are flying in.

Whatever the season, we sincerely feel that the friendly atmosphere and breathtaking surroundings, **together** with the exemplary services and facilities, combine to make Granlibakken a conference site beyond comparison, so that every visit here will be a unique experience **and a treasured memory.**

Sponsor:

In The News

Marjorie Chitwood was named Manager of the Year by Mt. San Antonio College. This was a tribute to her inspirational leadership style and team building capabilities. Selection is based on a campus-wide vote. What a tribute to be recognized by colleagues and peers!

Sandy Kirshenmann, Cosumnes River College, who wrote a feature story in the September COMPENDIUM about her participation in the Beringer Vineyard's School for American Chefs was featured in an article in the SACRAMENTO BEE about this prestigious experience.

Leadership 2000

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themselves in the industries of the future." Managers are becoming "teacher, facilitator and coach." "Women and the information society - which celebrates brain over brawn- are a partnership made in heaven."

If you share these beliefs, if you care about the future of your programs and your students you not only recognize the importance but will race for the opportunity to be on the front line of molding the future into better opportunities for the people we serve. You will come to Granlibakken prepared and committed to not just affect change, but experience it. And, you will plan, act and exercise your vital role in LEADERSHIP 2000.

TO ACCESS SPECIAL AIRLINE DISCOUNT RATES

Call Convention Desk
a minimum of two weeks in advance
Reference Home Economics Retreat
April 7-9,1991 - Granlibakken
U.S. AIR 1-800-334-8644
Gold File 333537
UNITED 1-800-521-4041
Contract # 440QL
Fares should apply to: Reno, Tahoe, Sacramento

LEADERSHIP 2000

Granlibakken suggests flying into Reno and has a special rate with UAL. Reference that as well when making reservations

GRANLIBAKKEN RETREAT PACKAGE

Includes: retreat, lodging, meals (Sunday dinner - Tuesday lunch, breaks, one social).
Double - $250 - Single - $320
Registrant & Spouse or Family Member - $420

Registration Packets will Be Mailed by February 1
Registration Deadline March 7 - No Late Registrations Will Be Available-Room List Due To Granlibakken March 17

The consumer Home Economics & Home Economics Occupations Inservice Project is sponsored through a grant awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges. This project is supported by VEA funds (Title III, Part B).

COMPENDIUM
MAY 1991
A newsletter of home economics issues and trends for California community colleges

MINI GRANTS FOR CONSUMER HOMEMAKING EDUCATION

Kimberly Perry, Specialist, COCCC

The request for Application (RFA) for the Consumer Homemaking Education Funds from Title IIIB of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 will be arriving on your campus in early June. Since most colleges will be through with the spring semester, it is important that those who are interested in applying for the funds begin to work on writing a proposal. The mini grant funding amount minimum is $5,000 and maximum is $20,000 **per college.** The entire proposal shall not exceed four pages and will contain a needs statement, objectives, activities, management, facilities, budget, evaluation and dissemination.

The basic activities of the grant are as follows:

1. Conduct programs for residents of economically depressed areas with at least 1/3 of the funds requested.
2. Conduct activities that encourage the participation of traditionally underserved populations.
3. Work cooperatively with the local gender equity coordinator in the development of activities.
4. Develop and/or improve curriculum and instructional programs in at least one of the following areas:
   - managing individual and family resources
   - making consumer choices
   - balancing work and family
   - improving responses to individual and family crises (including family violence and child abuse)
   - strengthening parenting skills
   - assisting the aged, individuals with handicaps and members of at-risk populations (including the homeless)
   - improving individual child and family nutrition and wellness
   - conserving limited resources
   - understanding the impact of new technology on life and work
   - applying consumer and homemaking education skills to jobs and careers.
5. Provide support services and activities designed to ensure the quality and effectiveness of programs including:
   - demonstration of innovative and exemplary projects
   - community outreach to underserved populations
   - application of academic skills (such as reading, writing, mathematics and science) through CHE programs
   - curriculum development
   - research
   - program evaluation
   - development of instructional materials
   - upgrading of equipment.

RETROSPECT

LEADERSHIP 2000

Energized and exhausted. Two words often repeated at the end of the retreat at Granlibakken and which reflect the overall evaluation of this year's CHE inservice. As other articles in this issue of the COMPENDIUM indicate, the information shared at the retreat was excellent and provided participants action plans to take back to their institutions.

As chair of your Professional Development Committee, I would like to thank the committee and those other facilitators who worked tremendously hard in making the two days so beneficial. The behind the scenes efforts of that team were reflected in the positive evaluations. And I would also like to thank all of you who wrote me such wonderful notes about your experiences. As the committee went ahead in trying this new approach to inservice, we questioned the success. Wow, did we underrate ourselves. With such a wonderful setting and facility, and the guidance of Kathleen Osta, we couldn't miss. For those of you who were not able to participate, I will be happy to provide you a name of someone who was there so that you could contact them and discuss their reactions.

You will find in this issue information about the Fall inservice which will combine the CHE inservice with CCCECE meeting. We have done this twice in the past with great success, and the plans for this October are developing into another great agenda. I realize that most of us will find travel funds more limited next year, but I urge you to put this meeting high on your priority list. I plan to include conference funds for this meeting in my VEA request for next year. Why not do the same?

Have a wonderful summer, and look forward to our Fall issue of COMPENDIUM for more information on the October meeting.

Margie Chitwood

CCC CHE/ECE Conference, October 16 – 18, 1991 San Francisco Bay Area

LEADERSHIP 2000

GRANLIBAKKEN WRAP

LEADERSHIP 2000 scored high marks with participants for location, format, dynamics of the participants and the consultant, Kathleen Osta. Although days were long and tiring, retreatants had few suggestions for improvement. The major complaint was the lack of free time to enjoy the tranquility of Tahoe.

Advance preparation paid off for participants as they explored and shared Innovation and Problem papers and gained a feeling of accomplishment. Kathleen Osta, HeartWork Group, was a skillful guide in the preparation for change, new leadership styles and techniques and planning for future action. The word is that some conferees continued to work on their action plans on the trip home.

Facilitators for small groups were community college home economics professionals who were trained to implement the Great Teachers format and move rapidly toward relinquishing leadership to the participants themselves. A daily newsletter edited by Rick Ida and produced by John Johnson, computer specialist with Shirley McGillicuddy & Associates, summarized key discussion and conclusions providing a jump start for the activities of the day.

Evening Firesides featured a MiniGrant Writing discussion led by Kim Perry and presentations of workable strategies and techniques by volunteer participants. The latter included Values Clarification, Carol Rupe, Shasta College; Testing, Terry Bailey, Shasta College and Hazel Hill, San Joaquin Delta College; Collaborative Learning, Laurie Koukal, Mt. San Antonio College and Retreat Readiness, Karen Titus, Fullerton College and Claire Muller-Moseley, Skyline and San Francisco City College.

Of the 54 community college participants and guests, 45 completed written evaluations and all 45 were interviewed by HEPD Committee members and facilitators. Some random comments - "I was very pleased with the entire format. It was very fast paced but I understand it was necessary in order to keep the retreat under 2 days." "One more step in my growth as a 'great teacher'." "Loved the fireside chat, nonastounding teaching devises/techniques! Continue this theme at future conferences - a time to share." "Problems and Innovations. Loved the preconference preparation." "Gained information I otherwise would not have had access to - from professionals in the field. Revitalized feeling." "Kathleen was a good match for our group ..." Well organized conference. Kathleen Osta was remarkable." "Wow! wonderful, could not have been nicer." "Staff at Granlibakken was super. The service was excellent." Retreat participants represented 24 community colleges, the COCCC and CSU Chico.

Some Reflections From Kathleen Osta

Kathleen Osta began her presentation discussing our "Industrial" transition to the "Information" age. People need to become "Change Hearty" and avoid the "state of overwhelm." We are living the Future Shock.

Traditionally, society has operated on the pyramid system. Information flows from the top down. Decision making stays at the top. This provides individuals with stability, but little flexibility. We are orchestrated to the comfortable option to blame up.

Kathleen proposes that change is most effective with circle management which connects through cooperating work teams. We must learn to "hear" and "feel," to solve problems. The decision making is more evenly distributed and we become a jazz ensemble. Companies and individuals will excel and multi-talented individuals will be able to display their talents.

The Transition Curve that Kathleen utilized allows all of us to visualize how we deal with change. We deny, we blame, we complain, we explore, we complain again, we develop new energies and finally, we commit. The need to avoid the "Tarzan Swing" requires that we acknowledge each individual's need to follow the pattern of change.

To become "Change Hardy" as Kathleen explains, "We need to master the 4 C's - Commitment, Challenge, Control and Connection and possibly a fifth 'C' Communication." Then we strive to get beyond our "limiting beliefs." Kathleen challenged us to develop empowering beliefs that enable us to move toward change.

Kathleen Osta encouraged the Swiss Cheese Vision – leave some holes for other people's input.

"Remembering the Future," discussed by Kathleen, utilized "guided imagery." We learned how to create our own personal vision.
New Motivators are: Validation, Information and Participation

Leverage Sponsorship
1. Sponsor authorizes initiator to implement change
2. Initiator promotes the change to the partners
   if partner does not respond, then ...
3. Initiator recruits sponsor's direct support.

Individual Feelings and Expressions

Bravado!! These people (Retreat Participants) love teaching, are anxious for new innovations and seem to find it easier to incorporate new ideas into their already busy lives.

continues on the bottom of page 3

INNOVATIVE PROGRAMS RECOGNIZED

Four CHE programs were recognized during the LEADERSHIP 2000 retreat for innovative efforts to meet special student and community needs. Twelve applications were received and demonstrated a variety of approaches which had been used effectively to promote equity and serve economically depressed areas and special student populations.

Programs recognized and a brief description, the college and the awardee are described below.

COMMUNITY OUTREACH - The BRIDGE
Cammie Lear, Modesto Junior College

Modesto's isolated Southeast Asian population needed acculturation/parenting classes, activities for children and teenagers and linkage with community services and resources. The BRIDGE delivers instruction in the nonthreatening residential setting. Cambodian, Hispanic and Thai advisors provide invaluable language and crosscultural interpretation. The BRIDGE has expanded to two locations and greater involvement of community agencies and services. Southeast Asian students now attend Modesto Junior College. Presentations to local community groups increase understanding of the Southeast Asian cultures, bridging gaps of misunderstanding.

SERVING NONTRADITIONAL STUDENTS -San Francisco County Jail Single Parent Classes
Patricia Erickson, Skyline College

A high number of male and female prisoners in the San Francisco County Jail, San Bruno, were single parents with poor parenting skills and role models. Through a six session parenting class, inmates learn parenting skills, child growth and care, recognizing and dealing with abuse/battering, values, to better prepare them for reentering the outside world. A certificate of completion is given important consideration in making probation and child custody decisions.

SERVING SPECIAL NEEDS STUDENTS - Seminar Series for Families of Operation Desert Storm
Emilie Duggan-Zouhar, Grossmont College

Instant response to and support for Operation Desert Storm families was demonstrated by Family & Consumer Studies, Grossmont College faculty through this cooperative program with Buffum's. Seminar topics featured stress management, money management and families and war. These were backed up with "Parenting Pointers" brochures on "Choosing Child Care," "Your Child's Development," Taking Care of Yourself and Your Children" and "Families and War." Grossmont College made a major contribution to the "health and well-being" of military families during the Persian Gulf crises.

SERVING SPECIAL POPULATIONS - 2 + 2 + 2 Articulated Program
Home Economics Department, Mt. San Antonio College

A partnership between Mt. SAC, Rowland USD, La Puente Valley ROP and CSU Long Beach resulted in an articulated program to encourage "at risk" students to continue their education. Target students were from minority and economically depressed populations, many of whom had not considered home economics majors or college as an option. Such support activities as publicity, career days, individual counseling were successful in attracting high school and ROP students to enroll in college. The program is expanding to include the entire high school district and all ROP centers.

Recognition Selection Committee members were, Marjorie Chitwood, Mt. San Antonio College, Chairperson; Barbara Gershman, Saddleback College, Editor of Recognition Applicants Publication; Dick Chard, Orange Coast College; Emilie Duggan-Zouhar, Grossmont College and Lucille Milani, Merced College. Programs prepared a simple display to expand understanding and replication at a reception at the Leadership 2000 Retreat. Heartwarming was the display created by the children in the BRIDGE.

CONGRATULATIONS TO THESE FOUR COLLEGES AND THEIR INNOVATIVE PROGRAMS!

Individual Feelings and Expressions

continued from page 2

Highlights from Innovations and Problems

- Increase student's awareness of gender stereotyping through classroom activities.
- Values clarification activities to put students in touch with own values.
- Program's success depends on marketing.
- Marketing makes programs stronger.
- Students need "individual" attention.
- Students need to know what a program offers, is offering and has offered through success stories.
- If we do not collaborate with other disciplines and programs, in times of scarce resources, we're dead.
- Territory and identity issues limit growth and development.
- From topics to problems, we need to explore ideas to help students soar in basic life skills.
- Innovations can and should be fun.
- Going to class should be like... Going to a party.
- Although support of upper level management is a concern for some, it was believed by all that appreciation and recognition was what was really needed.
- Mutual appreciation should be expressed.
- Telling ourselves and others how well we are doing is vital.
- Every problem has a solution.
- Visibility is critical - on and off campus.

New Statewide Directions for Community College Home Economics

Sandy Bucknell, Project Director, Statewide Advisory Committee

Statewide Committee To Survey Needs
The Statewide Advisory Committee continues to identify the future directions for the profession. What are your major concerns for your content area? A very brief survey will be mailed to all Community College Home Economics Departments at the end of the summer.

Field identified unmet needs in each content areas will become the basis for future priorities for statewide projects. These replies will be analyzed and from that will come the focus of statewide inservice and other projects. Take this opportunity to have a part in shaping the future of Fashion, Interiors, Life Management, Lifespan and Nutrition/ Foods in California Community Colleges.

VATEA New Language
VATEA is now the word we will all use. VEA is no more. With the new federal legislation, funding will come from the Vocational Applied Technology Education Act. The new legislation passed last September and applies to the 1991-92 monies.

The focus is on special populations. Home Economics/Consumer Education is on the cutting edge with programs for populations that traditionally have been underserved. There will be an entirely new numbering system in the new act and renewed emphasis on job placement with industry connections. The technology preparation will put renewed emphasis on articulation on a program to program basis and goes beyond the course to course articulation of the past.

Center for Home Economics
The Center for Home Economics is the culmination of a vision to meet the needs of the profession and yet stay within the administrative directions of the Chancellor's Office. As most are aware, when Pat Stanley left the Chancellor's Office several years ago to go to CSU-LA, Home Economics no longer had a single voice speaking out for us in Sacramento. Kim Perry's assignment in the Chancellor's Office has included Home Economics, Agriculture, Work Experience and the central region of the state.

Beginning in June 1991, in addition to Specialist Kim Perry and the efforts on our behalf by Pat Stanley, Dean, Vocational Education.

The exciting new leadership level will come through a statewide grant that will fund the Center for Home Economics led by a new position called the Director for Home Economics. The Center and the Director will become reality by a project funded through one of the community colleges. Exactly how this will come about this year is yet to be determined, but the funds are in place to have it begin on July 1, 1991. The Director for Home Economics will not work directly for the Chancellor's Office, but will work very closely with Pat Stanley and Kim Perry. Kim will monitor the project.

Thus, these three positions have the potential to give us a quality of leadership that goes far beyond what we have experienced in the past. This is indeed an exciting time for our profession!

Courses Address Infant/Child Substance Abuse

Emilie Duggan-Zouhar

As part of a Carl Perkins Vocational Education Special Project, Cathie Robertson, Coordinator of the Nanny-Household Management Program at Grossmont College has developed three one-day courses which address the problems of working with babies and children who were exposed to alcohol and/or drugs in utero.

The three courses are:

1. **Recognizing Drug and/or Alcohol Abused Children** physical, behavioral and emotional characteristics of drug/alcohol exposed children and infants.
2. **Working with Families of Drug and/or Alcohol Abused Children** special needs of mothers who are recovering from their own abuse. Agencies and resources available to families and institutions who work with these children. Methods of intervention and support.
3. **Strategies for Working with Drug and/or Alcohol Abused Children** the significance of the home and school environment on children exposed to drugs/alcohol. Demonstration of specific strategies for family, foster families and day-care providers.

Each course features community experts, teachers, sociologists, foster parents, school nurses, school psychologists and other individuals who live and work with drug/alcohol abused children. These courses are being taught on Saturdays and are offered for Credit/No-Credit for 1/2 unit each through the Family and Consumer Studies and Child Development Departments. Response has been overwhelming, with an average enrollment of 85 per session.

Cathie is also developing a bibliography on Drug and/or Alcohol Abused Children. Additionally, a study is being conducted on the efforts which other community colleges are expending to provide updated information in this field. The results of this survey will be available. Call Cathie Robertson for further information.

A Look Toward 91-92

Inservice Activities Address Priorities

Features of the 1991-92 Consumer/Home Economics Inservice Project are varied and comprehensive. All are designed around current issues and needs and respond to identified priorities. Included are:

- A combined CCC CHE/ECE Fall conference
- Identifying, recognizing and showcasing innovative CHE programs & activities
- Strategies for promoting equity
- 3 issues of COMPENDIUM
- Expanding utilization of & training/retraining for InfoNet, the telecommunications network
- Stimulating curriculum improvement through reassessing & revising the Community College Home Economics Program Plan & Directory with particular focus on equivalencies for minimum qualifications.

Notice of intent to fund has been received. Once funded, the project will be operational until May 30, 1992. The project has been awarded by the Chancellor's Office, California Community Colleges, to Mt. San Antonio College which was the only agency to respond to the Request for Application. Marjorie Chitwood, Coordinator, Home Economics, Mt. SAC, will function as project manager. Mt. SAC will contract with Shirley McGillicuddy & Associates for project implementation. This team has worked effectively together on three previous home economics inservice projects and has established statewide contacts with community college home economics and related professionals.

Modesto Junior College will continue to operate InfoNet providing on-line service, technical assistance and two training workshops.

Guiding project implementation will be a representative 12-member Home Economics Professional Development Committee. Three new members will be appointed to replace Marilyn Ambrose, CSU Chico; Rick Ida, Diablo Valley College and Carol Thomas, San Joaquin Delta College who have completed their term. These and continuing members have contributed generously to the success of inservice activities designed for community college professionals.

CCC CHE & ECE Combine For Fall Conference

KALEIDOSCOPIC VIEWS has been selected as the theme for the October 16 -18, 1991 CCC CHE/ECE combined conference. Kaleidoscope is an appropriate theme for the 90's since it reflects ever-changing patterns, shapes, colors - so typical of families, society, technology, students and education.

Since the October '89 conference was held in southern California, the HEPDC recommended a Bay Area site. Responding to past evaluations and recommendations, planning is in process to include subject area sessions and tours, general sessions with nationally recognized speakers, workshops and, following the positive Granlibakken experience, opportunities to share problems, innovations and teaching successes.

The conference will close early enough on Friday to give participants the opportunity to plan special weekend activities in the beautiful San Francisco Bay area. One free evening is also planned.

KALEIDOSCOPIC VIEWS promises to introduce new thoughts, trends and opportunities for community college Home Economics, Early Childhood Education and related subject areas.

Dr. Barbara Macci, President, CCCECE, has named Kathleen Burson, De Anza College as the organization's local coordinator for the fall conference. Kathleen can be reached at (408) 864-8822 and would appreciate volunteers and suggestions for program activities and speakers.

BEST COPY AVAILABLE

CALL FOR PRESENTATIONS

Those interested in making a presentation at the October conference should submit a written request BEFORE leaving for the summer. Submit to:

CHE/ECE Conference Planning
671 Chaparral Road
Sierra Madre, CA 91024

Emilie Duggan-Zouhar has volunteered to lead and organize the FIRST ANNUAL CCC HOME ECONOMICS FIVE K OR FIVE MILE 6:00 A.M. WALK IN CONJUNCTION WITH THE OCTOBER CONFERENCE. THOSE INTERESTED CONTACT EMILIE OR THE COMPENDIUM EDITOR.

COMPENDIUM DEADLINES:

July 15
November 15
March 15

Needed:
Program, College and Professional News
Calendar of Future Events
Feature Articles On Innovations, Trends, Issues, Etc.

Send To:
COMPENDIUM EDITOR
671 Chaparral Road
Sierra Madre, CA 91024

LEADERSHIP 2000

Promotional Materials

Green Imprint on White

Sports Bottles
32 oz. (2 refills = 8 glasses H_2O daily) Lid, Sipping Straw Unit price $3.00

Portfolios
Hard cover, Left Hand pocket Right hand clip with tablet included Unit price $5.50

Ship To:

_____
name

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address

_____
city state zip code

Quantity:
____ Sports Bottles @ $3.00 Total $ _____
____ Portfolios @ $5.50 Total $ _____
Shipping & Handling @ .50/Unit $ _____
Attach check payable to: Total $ _____
Shirley McGillicuddy & Associates
Mail order form & check to:
671 Chaparral Road
Sierra Madre, CA 91024

California Community College Home Economics

CCC Home Economics Inservice
671 Chaparral Road
Sierra Madre, CA 91024

MT. SAN ANTONIO
COMMUNITY COLLEGE DISTRICT
1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
(714) 594-5611

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AWARDS PACKAGE

January 2, 1991

TO: California Community College Presidents
Instructional & Occupational Deans
Home Economics Coordinators
Academic Senate Presidents

The Home Economics Professional Development Committee is providing an opportunity to recognize distinctive and creative efforts by California community college home economics programs. The three finalists will be honored during the April 7–9, 1991 statewide leadership retreat at Granlibakken Conference Center at Lake Tahoe.

In keeping with the 1989 recognition approach, the focus will be on priority issues and concerns which influence community college education in general and home economics education specifically. The Leadership:2000 retreat will prepare home economics and related subject area administrators and instructors to aggressively address the future through program redesign, emphasis and delivery. The three areas selected for the recognition activities are appropriately population targets for the 90s what are increasingly becoming the majority of individuals needing education and job training. They are:

- Outreach to Economic Depressed Populations
- Nontraditional Students & Efforts To Promote Gender Balance
- Special Needs Students

One finalist will be selected for each area and their achievement will be celebrated at the Monday evening informal mixer and dinner. Winning entries will be showcased through a simple poster/display provided by each award recipient. All programs/activities submitted will be summarized and distributed to all retreat participants.

I am sure there are activities on your campus which merit consideration for these awards. Please urge home economics and related area professionals, both full-time and part-time, to apply for this recognition or nominate an Innovations Serving Specific Student Populations of which you are aware. An application is enclosed along with a cover sheet describing the recognition. You may wish to use the latter to promote participation by your college.

Thank you for your cooperation. If you have questions, please call Margie Chitwood at (714) 594-5611, extension 4621.

Sincerely,

Margie Chitwood

Marjorie Chitwood, Chairperson
Home Economics Professional Development Committee and
Awards Selection Committee

INNOVATIONS IN SERVING SPECIFIC STUDENT POPULATIONS THROUGH COMMUNITY COLLEGE HOME ECONOMICS

This is an invitation to share an INNOVATION IN SERVING SPECIFIC STUDENT POPULATIONS through your Home Economics program. Any project, activity or course—on campus or in community outreach—qualifies for consideration as long as it demonstrates a successful approach employed to reach target populations of the economically depressed; nontraditional; or special needs, e.g. educationally or economically disadvantaged, limited English speaking, single parent, disabled, culturally diverse, amnesty. These populations are increasingly more characteristic of community college students.

The three selected innovations, one in each of the three areas, will be recognized and showcased during the Community College Home Economics Leadership 2000 Retreat, April 7–9, 1991, at Granlibakken, Lake Tahoe. The top three programs/projects/activities will be selected by a panel of five judges.

The recipients and their projects will be showcased during the informal mixer and dinner on Monday, April 8. To assist with this showcasing and inspiration for replicating, each finalist will be expected to provide a simple display or poster describing/illustrating the innovation.

Please submit your entry on the attached application. The deadline is February 15, 1991 – 5:00 p.m.

Application for
Innovations in Serving Specific Student Populations Through Community College Home Economics Program Recognition

Title of Innovation Project/Activity/Course _____

Population Served (Check Appropriate Area)

- ❑ Outreach: Economic Depressed
- ❑ Nontraditional Student
- ❑ Special Needs Students

_____ College

_____ Department

_____ Address

_____ Zip

_____ Applicant's Name

_____ Title

_____ Telephone Ext.

_____ Best Time To Call

Describe How Target Population Was Identified/Recruited/Enrolled:

Over, please

Describe Innovative Activity/Service: Include information on why the project/activity/course was developed, the objectives, implementation approach and why selected, results and reasons for effectiveness:

Signature of Applicant

College President

Signature

Dean of Vocational Education

Signature

DEADLINE: February 15, 1991 – 5:00 p.m. **MAIL TO:** Shirley McGillicuddy
671 Chaparral Road
Sierra Madre CA 91024

ERIC Clearinghouse for
Junior Colleges AUG 30 1991